

THE STATUS OF THE
ELEMENTARY-SCHOOL PRINCIPAL

by

ROY ASA CROUCH, B. A.; M. A.

Submitted in Partial Fulfillment of the
Requirements for the Degree of
Doctor of Philosophy

in the

GRADUATE SCHOOL

of the

UNIVERSITY OF MISSOURI

Summer Term

1926

THE STATUS OF THE
ELEMENTARY-SCHOOL PRINCIPAL

by

ROY ASA CROUCH, B. A.; M. A.

Submitted in Partial Fulfillment of the
Requirements for the Degree of
Doctor of Philosophy

in the

GRADUATE SCHOOL

of the

UNIVERSITY OF MISSOURI

Summer Term

1926



TABLE OF CONTENTS*

	Page
A Brief History of the Elementary-School Principalship in the United States	207
Introduction	214
The Principal and his School	219
The Training and Professional Growth of the Principal	235
A Job-Analysis of the Work of the Principal	250
The Salary and Tenure of the Principal	257
Summary	271
Bibliography	275
Vita	277

*Note: This study was published in the Fifth Yearbook of the Department of Elementary School Principals of the National Education Association. This copy was taken from that publication and rebound, which accounts for the advanced chapter number and paging.



Digitized by the Internet Archive
in 2026

https://archive.org/details/IA41554030_0019

CHAPTER II

THE STATUS OF THE ELEMENTARY SCHOOL PRINCIPAL

ROY A. CROUCH

Principal, Elementary School, University of Missouri, Columbia, Missouri

PART I—A BRIEF HISTORY OF THE ELEMENTARY-SCHOOL PRINCIPALSHIP IN THE UNITED STATES

Purpose of part I—The purpose of this part is to summarize briefly some of the essential facts concerning the evolution of the elementary-school principalship in the United States. In order to understand adequately the present status of the elementary-school principal, which is the major problem of this study, it seems imperative to review the origin and development of the duties and responsibilities that are now assigned to him. Moreover, an historical approach to a problem frequently gives a deeper insight and a keener appreciation of present-day practices than any other method of procedure.

Early public schools—According to Graves,¹ the first real system of public education in the United States was inaugurated by Massachusetts about the middle of the seventeenth century. The pioneer schools of this state appear to have contained all the seeds from which our modern public schools have sprung. With few exceptions, they represent the incipient stages of present school practices; hence these early colonial schools will always be of interest to the student of education.

In establishing schools, the colonists were somewhat influenced by their European background. The type of school was not the same in every community but, in general, the schools were loosely organized and little or no attempt was made to classify the pupils. There were no graded courses of study, and the chief subjects were reading, writing, and arithmetic. Naturally, this type of school did not demand a complex organization with highly specialized administrators, supervisors, or teachers.

During the first half of the nineteenth century, the organization of public schools in the United States was well under way. The larger centers of population, such as New York, Boston, Chicago, and St. Louis, had developed city systems which were destined to become patterns for schools elsewhere. The steady increase in population and

¹ Graves, F. P., *History of Education in Modern Times*, Macmillan, New York, 1923, p. 104.

the growing popularity of the free public school necessitated changes in organization and management. Throughout the country the people were beginning to accept the principle that education is a function of the state. In searching through the early school reports, one is impressed with the fact that in almost every instance, the stimulus that gave the necessary impetus to initiate new movements was the crowded classroom or school.

Stages of development in the principalship—The elementary-school principalship is the product of many years of experimentation in educational procedure. Needless to say, it is still undergoing many changes. From the time of its very beginning, with but few interruptions, it has grown step by step until it has now become one of the most strategic positions in our entire educational system. According to McClure,¹ the stages in its development may be designated as follows: (1) the head-teacher stage, (2) the clerical stage, (3) the managerial or administrative stage, and (4) the professional leadership stage.

In attempting to classify the significant stages of development one encounters many difficulties. In the first place, in reading the early school reports one cannot always be certain of his facts. Undoubtedly the terminology used does not always coincide in meaning with that of today. Many times the term "principal" refers to the high-school principal or to the superintendent or some other administrative head. In the second place, a cross section of elementary schools in the United States would probably show that all of these stages are to be found in the present.

There is much evidence to support McClure's classification of the steps in the development of the principalship. In offering a slightly different one the writer does so in the belief that it will fit the facts better than the other, in the light of the information he was able to gather. Inasmuch as the nomenclature used depends largely upon whether one has in mind the principalship or the principal himself, it matters little what titles are used in designating the stages of development. The following milestones seem to stand out clear in the history of the principalship:

Stage	Chief Duty
1. One-teacher	Teaching.
2. Head-teacher	Teaching.
3. Teaching principal (part-time).....	Teaching.
4. Building principal (full-time).....	Administration.
5. Supervising principal (full-time).....	Supervision.

One-teacher stage—For the incipient stage in the history of the principalship we must go back to the one-room, one-teacher type of

¹ McClure, Worth, "Professionalizing the Principalship," *Elementary School Journal*, Vol. 21, pp. 735-43, June, 1921.

school. In this school the one teacher gave all the instruction, kept all the records, and was held absolutely responsible for the success or failure of the school in all educational matters. This school was not wholly unlike the one-room rural school of today. The growth of schools, necessitating the employment of additional teachers, erection of new buildings, and the attempt to find new means of school support, brought about changes in the teaching corps. The most important thing was the breaking up of the one-teacher school. Tice,¹ in reviewing the minutes of one of the early school boards of St. Louis, found that on:

January 25 (1842) resolution adopted to place assistant teachers in school No. 3, salary \$200 per annum; and that teachers of said schools recommend suitable persons for said places.

In commenting on this resolution Tice makes the statement that this was the first act to authorize the employment of assistants in the St. Louis public schools. One interesting thing about this resolution, aside from the provision for employing assistants, is that it asked the teachers to recommend "suitable persons" for the positions.

Head-teacher stage—When increases in enrolment necessitated the employment of assistant teachers, a ranking system of the teaching corps was initiated. Accordingly, we find the terms head teacher, chief teacher, principal teacher, etc., in the early school reports. Teachers of subordinate rank were titled, first assistant, second assistant, or sub-master. The exact title was not the same in all schools; however, the work for these people was about the same in all schools. Our chief concern here is to show that the head teacher, by whatever name he was called, was at this time given certain specific duties to perform aside from his regular classroom teaching. For this extra work the head teacher or principal was given a higher salary, together with certain professional recognition that was denied the other teachers in the same school. A reference to another early school report will show the nature of these extra duties.

In 1859 Divoll² suggested in his annual report:

There is to be one principal to each building, all the other teachers being assistants, also but one set of registers and reports to be taken charge of by the principal. The principal is to be particularly responsible for the deportment of the pupils while they are in the yard during the recesses and intermissions; he is also to have a general supervision over the whole school while in session, in matters of discipline and instruction.

At the close of this report is given a set of the earliest school board regulations that the writer was able to find pertaining to the duties of the principal. It is worth quoting in full:

¹ Tice, John H., *First Annual (School) Report*. City of St. Louis, pp. 54-55.

² Divoll, Ira, *Fifth Annual (School) Report* (1859), City of St. Louis, p. 25.

SECTION 26. The principal teachers shall keep a register in which they shall record the name, age, birthplace, residence, and date of admission of each pupil for the first time entered in the public schools and also the name and occupation of the parent or guardian.

SECTION 27. They shall also make a daily record of the pupils admitted, present, absent or tardy, and at the close of each quarter and the close of the year furnish the superintendent with an abstract of the same according to prescribed forms.

SECTION 28. The principal shall have a general supervision of the grounds, buildings and appurtenances of the school, and shall be held responsible for any want of neatness or cleanliness on the premises; whenever any repairs are needed he shall give notice thereof to the superintendent.

SECTION 29. The principal of each school shall furnish the director of the ward in which such school is situated, the names of those pupils whose parents or guardians declare themselves unable to provide said pupils with the necessary school books, and upon satisfactory evidence of such inability, the aforesaid directors shall order such books to be furnished at the expense of the board. It shall be the duty of such principal to account to the board at the end of each quarter for all books and stationery furnished for the use of indigent children.

SECTION 30. The principal of each school shall as soon as convenient after the commencement of the first quarter furnish the superintendent with a program of the daily exercises of the different rooms.

SECTION 31. Each principal shall examine the classes of assistants as often as practicable, without neglecting the pupils under his immediate charge.

Slowly but surely the duties and responsibilities of the principalship were accumulating to such an extent that the principal had to be given teaching assistants and thus relieved from part of his work as a classroom teacher.

Teaching principal—At this time the need for relieving the teacher of part of his classroom work reached an acute stage. During the same year, 1859, that Divoll¹ outlined the extra duties of the principalship for the schools of St. Louis, Wells² recommended partial relief from classroom work for the principals of the Chicago schools. His suggestions were:

In several of the new school buildings the number of teachers and pupils is so large that a considerable portion of the principal's time is consumed in attending to matters of general oversight, and in giving such aid to the other teachers as may be necessary to secure uniformity and efficiency in all the different parts. . . . I would suggest that it may be desirable to make some special provision by which the principals of the larger schools will be relieved from the immediate charge of their own rooms during a portion of each day for the purpose of attending to the general interests of their respective schools.

It would appear that in many of the larger centers of population congested classrooms were compelling school officials to seek new methods of administration. Problems of attendance, promotion, discipline, and methods of instruction were demanding solutions. That this movement was widespread at this stage in the history of the

¹ Divoll, Ira, *op. cit.*

² Wells, W. H., *Fifth Annual Report*. Chicago City Schools, p. 43 (1859).

public school system can be shown from many sources. In New York City we find Seton¹ in 1863 advising his superintendent:

I have been reminded again of the propriety and necessity of the principal being given large opportunities for frequent visits to all the classrooms, to correct all errors of discipline and management, by counsel and practical instruction to the inexperienced. Some of the principals, by being obliged to teach a class themselves, are precluded from such useful efforts. . . . a proper attention to the school records will sometimes interfere with this more useful supervision by the principal if no aid is afforded him in keeping the books.

Thus it is seen that the opening wedge in the elementary-school principalship, as it is known today, was driven. Further developments in the new concept of the duties and responsibilities of the principal were seriously retarded by the outbreak of the Civil War, which demoralized the entire nation.

Building principal—We have designated as the next step in the evolution of the principalship the general acceptance of the principal as the chief administrative official of his school.

In the early history of the common schools there was little administrative work to do, but with the advent of large schools, with extensive office records, with much school correspondence, and with numerous other managerial duties it became imperative that the principal be relieved from all teaching in order to give his entire attention to administrative matters of the school. This was an advance step in the development of the principalship, and years of agitation were necessary before school boards began to realize the necessity of it. There are still a few school officials who are somewhat dubious about "paying people who do not teach." It is understood, of course, that even now it is only in the larger schools that principals are entirely free from regular classroom teaching. A good illustration of this new "local autonomy" that was given to these principals of larger schools is found in the following board regulation:²

RULE 41. The principal shall be permitted without interference on the part of any member of the board, or the superintendent, to arrange the details for the internal government of their schools according to their own method, provided such method is not inconsistent with the general regulations of the schools; such principals, of course, being liable to be judged as to their qualifications by the results they may produce.

One of the clearest and most helpful accounts of the duties of a modern administrative principal is that given by Cubberley³ as follows:

¹ Seton, S. W., *Annual School Report*. City of New York, 1863, p. 120.

² *Seventeenth Annual Report*. St. Louis. Appendix, p. 26, 1871.

³ Cubberley, Ellwood P., *Principal and His School*, Houghton-Mifflin Co., 1923, p. 39.

As an administrator the principal stands responsible to the different authorities above him for the successful administration of his unit in the school system . . . looks after all administrative details relating to janitors and their work, and the needs of the teachers, oversees the attendance and conduct and health of the pupils; orders and receives and often gives out the supplies; has charge of, and inventories and keeps up the stock room, etc.

This type of school principal is properly called the "building principal." It must not be presumed that he does no supervising. The major part of his time during a school day is given to purely managerial or administrative functions. But a new concept of the elementary-school principal is fast gaining recognition among leading educators.

Supervising principal—From the very first colonial schools some sort of school visitation has always been given. Possibly in the very earliest schools the parents themselves who collectively and voluntarily paid the teacher his salary visited the schools in order to see how well their children were being taught. But with the advent of the free public school a different sort of régime was inaugurated for this school function.

In the early history of the public schools there was only cursory supervision of instruction. Much of the school visitation was mere inspection, and was done by laymen instead of by experts in educational matters. At first the superintendent of schools was held responsible for supervision, and personally visited all the schools, heard recitations, counselled with teachers relative to school matters, etc. But in the larger cities this became physically impossible. In 1858, Tice¹ reported:

I have made over 700 visits to the different schools and fully twice that number counting all the visits to all the classrooms.

In the same year, Freese² reported to his board:

I have made upwards of 400 visits to the schools during the year, not including frequent business calls, and personally examined nearly 3000 pupils with reference to their proficiency and standing.

Thirty years later, in 1888, we find Howland,³ by way of contrast, maintaining:

The real supervision of teachers and pupils and the healthful activities of the school must now, as ever, rest with the principal who alone can control and direct the daily work and become personally familiar with the progress of the pupils.

At the present time it is quite generally accepted by those who have given much thought to problems in educational administration, that the most important duty of an elementary-school principal

¹ Tice, John H., *Fourth Annual School Report*, St. Louis, p. 10.

² Freese, Andrew, *City School Report*, Cleveland, p. 9.

³ Howland, George, *Thirty-Fourth Annual School Report*, City of Chicago, p. 72.

is the supervision of instruction. McClure,¹ in a somewhat recent study, found that superintendents of schools expect their principals to devote more time to supervision than to matters of administration or clerical work. As is well known, there are many principals who are not free from endless office routine and petty details. It must be admitted, of course, that office work, the keeping of records, the answering of correspondence, etc., must be done; it would seem more economical to have much of this work done by a clerk instead of by a technically trained supervising principal. The questionnaire part of this study gives further proof of this statement.

Principals in our most modern elementary schools are more and more being relieved of purely clerical work and are giving most of their time to developing the internal government and to improving instruction in their schools. Gist² has well said:

Within the last few years, the principals of the larger schools have been relieved of all responsibility of teaching any particular room. With this responsibility lessened, and the demand for greater efficiency in teaching, the principal has been required to assume an increasing amount of the responsibility for a high type of instruction in his school. We therefore now have a new duty for this position, that of the supervision and improvement of instruction.

Summary and conclusion—It would appear, from the facts that the writer has been able to marshal together, that the steps in the evolution of the elementary-school principalship in the United States have been as follows:

1. *One-teacher stage*—In this stage the one teacher gave all the instruction, kept all the records, and, in brief, did all the work that normally goes with a one-room, one-teacher school.

2. *Head-teacher stage*—The growth of schools necessitated the employment of assistant teachers. As a result, a ranking system was introduced whereby one teacher became known as head-teacher or head master and was given certain administrative duties aside from classroom teaching.

3. *Teaching principal stage*—This stage differs from the head-teacher stage in that the principal taught only part time and gave approximately half time to matters concerning the whole school.

4. *Building principal stage*—This stage is quite common today. The statistical part of this study shows that a large percent of principals come under this head. In such schools the principal is relieved of teaching any particular room, gives most of his time to administrative duties and does some supervising of instruction. He frequently has had no training in this highly specialized work, but is simply an executive developing one unit of the school system under the direction of the superintendent.

5. *Supervising principal stage*—The chief distinction between this stage and the one given above lies in the emphasis given to supervision instead of administration. In this stage the principal is responsible for a high quality of instruction.

¹ McClure, Worth, "The Functions of the Elementary School Principal." *Elementary School Journal* 21: 500-14, March, 1921.

² Gist, Arthur S., *The Third Yearbook*. Department of Elementary School Principals, pp. 205-15, 1924.

He must assume professional leadership and train and inspire his teachers to render efficient service. Much of the office work is done by clerical help. This undoubtedly represents the practice of the most modern schools of today.

These are the stages in the evolution of the elementary-school principalship in the United States, yet all of these steps can be found at the present time. Excepting the first step, undoubtedly all of the others could be found in some of our larger cities. It would seem that the elementary-school principal is gradually emerging into a highly specialized work and that whatever our educational theories may be, or whatever our courses of study or curricula may become in the future, the one who will translate these aims and courses of study into terms that will be intelligible to the average citizen or parent, will be the elementary-school principal, for he is the key man in any school system.

PART II—INTRODUCTION

Purpose of the study—The object of this study is to make a thorough investigation of the status of the elementary-school principal in the United States. The inquiry will attempt to answer a few of the more important questions that are frequently asked concerning the principal and his work, such as:

1. What are the major duties and responsibilities of a principal?
2. What professional and academic training has he had to prepare himself for the work?
3. How does he evaluate certain professional courses from the standpoint of their usefulness to the principalship?
4. If a job analysis were made of a principal's work, what would be the time allowances for each function on an average typical day?
5. From the standpoint of salary and tenure of office, does the elementary-school principalship represent a stable professional group?
6. What evidences are there of professional growth among elementary-school principals?

In addition to the foregoing questions, others of minor importance will be given consideration.

Limitation of the study—The data used in this study were secured by means of a questionnaire. The investigation has, therefore, all the limitations that are known to exist in this means of collecting information. Extreme care was taken in the preparation of the questionnaire to make it as serviceable as possible. A complete copy is found in the appendix.

Sources of data—With the approval of the Department of Elementary School Principals of the National Education Association, a questionnaire was mailed on March 20, 1925, to the members of that organization who were principals of elementary schools. A total of 2140 questionnaires were sent out. Of this number 647 were filled

out and received in time to be used in the study. All of the states in the union, excepting Nevada and Mississippi, are included. There were a few returns from the District of Columbia.

Previous studies—It is not feasible to list all the studies that have been made relative to the work of the principal. Space will not allow detailed reports of the investigations selected for review.

In March, 1921, McClure,¹ published a study entitled "The Functions of the Elementary-School Principal." The purpose of the investigation, which was made by the Seattle Principals' Club, was to answer two questions: What are the functions of the elementary-school principal in theory and in practice? What is their relative importance in theory and in practice?

An elaborate questionnaire was sent to superintendents of the thirty largest cities in the United States, sixteen university professors of education, and the principals of the elementary schools of Seattle. A tabulation of the data showed that in theory the functions of the principal take the following ranks: (1) supervision of teaching, (2) community leadership, (3) professional study and growth, and (4) clerical work. In practice these functions ranked: (according to university men) (1) administration, (2) clerical work, (3) supervision, (4) community leadership or professional study. The practice of Seattle principals toward these functions was (1) administration, (2) supervision, and (3) clerical work.

In June, 1921, McClure² made an additional report from other data secured in the same questionnaire. The object of this report was "to present some of the evidence for the belief that the present tendency is toward professional ideals and standards." Some of the more important findings were: (1) higher standards of training are being required of candidates for appointment, (2) in the larger cities, principals are practically all freed from the duty of regular classroom work, (3) the tendency in city systems is toward relieving the principal of clerical and routine duties, and (4) the responsibility of the principal as an educational leader in the community is being recognized by both superintendents and principals.

In October, 1922, Gist and King³ published a study entitled "The Efficiency of the Principalship from the Standpoint of the Teacher." The purpose of the investigation was to ascertain how the principal may be of the most help to the teacher. A questionnaire was sent to

¹ McClure, Worth, *op. cit.*

² McClure, Worth, *op. cit.*

³ Gist, Arthur S., and King, William A., "The Efficiency of the Principalship from the Standpoint of the Teacher." *Elementary School Journal*, Vol. 23, October, 1922, pp. 120-126.

each teacher in Seattle, about 1500, and of this number 300 returns were secured. Under the main heads, professional, administrative, and personal relationships, several sub-heads are given which show the percent of teachers' judgments as to the principal's duties concerning the course of study, exceptional child, etc. This is a very valuable study.

In June, 1924, Horrall¹ reported a study entitled "The Elementary-School Principal from the Teachers' Point of View." The purpose of the investigation, as the title suggests, was to find out what classroom teachers think of elementary-school principals as a class. The cooperation of eight superintendents was secured and questionnaires were sent out to their teachers. Some of the findings were: More teachers expressed a preference for men principals than for women principals, but a majority expressed no preference at all, saying, "personality, not sex, counts." A majority of the teachers answering the questionnaire thought that tact, ability to discipline well, and an appreciation of the points of view of parents, teachers, and pupils were the chief characteristics of a good principal. The chief shortcomings of principals were listed as lack of tact and impartiality, and a failure to possess a sense of humor.

In addition to these studies, there have been several general articles written relative to the elementary-school principal and his work. Reference to many of these is made elsewhere in this study. A few of the more important ones follow in brief:

In 1918, Nutt² published an article on "The Duties of an Elementary-School Principal." The purpose of the discussion was to "describe somewhat in detail the activities that are actually performed by building principals under varying conditions of school organization and administration."

In 1918, Reavis³ wrote a report on "The Duties of the Supervising Principal." The purpose of the article was "to present the duties of the supervising principal in their entirety, rather than to consider the merits or demerits of the different types of principal; and to maintain that it is more important to the school for the principal to view his work clearly from many angles and to properly discharge all his duties than to hold a warped conception of his functions and to excel in those phases of work at the neglect of other phases."

¹ Horrall, A. H., "The Elementary-School Principal from the Teachers' Point of View." *Elementary School Journal*, Vol. 24, June, 1924, pp. 742-746.

² Nutt, H. W., "The Duties of an Elementary-School Principal." *Elementary School Journal*, Vol. 19, November, 1918, pp. 174-197.

³ Reavis, W. C., "The Duties of a Supervising Principal," pp. 278-284.

In 1918, Gray¹ published an article on "The Work of Elementary-School Principals." The purpose of this study was "to concentrate attention on one important phase of the principal's work, that of the supervision of teaching."

In 1923, Cubberley² published a very useful volume on *The Principal and His School*. According to the author, the book was "while designed primarily to organize the subject-matter for a new course in school administration of a very practical type, this book also contains much that principals in service will find useful."

Two years later, in 1925, Kuehny³ reported a study made by a seminar class at the University of Southern California, the purpose of which was "not to make a critical analysis of the daily activities of an elementary principal as such, but to locate, if possible, the points of greatest concentration of effort on the part of the principal in order that a further study might be productive of the development of a constructive program for the relief from the more managerial duties, and opportunity given for participation in the larger work of the school—the learning activities." According to this report it is quite apparent that the adoption of working schedules for principals will have a wholesome effect on the use and distribution of the principal's time.

In November, 1925, Bolton⁴ and Howard published an article on the "Duties of the Elementary-School Principal." The chief purpose of the report is to emphasize the supervisory duties of the principal. Among other things, the authors maintain that "the principal should teach one or two classes as one of his regular duties." It will be observed, in Part V of the present study, that this is not in accord with what the principals themselves consider as one of their regular and important duties.

Significance of this study—This study is an attempt to make an investigation of the status of the elementary-school principal in the United States. The importance of the work of the elementary-school principal is being recognized by educational leaders. In order that we may be guided wisely in suggesting measures for the improvement

¹ Gray, William S., "The Work of Elementary-School Principals," *Elementary School Journal*, Vol. 19, September, 1918, pp. 24-35.

² Cubberley, Ellwood P., *The Principal and His School*, Houghton-Mifflin Co., 1923, Preface, p. 7.

³ Kuehny, Menlo S., "The Effect on the Use and Distribution of the Elementary-School Principal's Time by the Adoption of Daily Schedules or Programs," *Bulletin of the Department of Elementary School Principals*, Vol. V, No. 1, October, 1925, pp. 42-51.

⁴ Bolton, Euri Belle, and Howard, Clara, "Duties of the Elementary-School Principal," *Peabody Journal of Education*, November, 1925, pp. 139-145.

of the principal, it is of vital importance that information be gathered as to what his professional status is at the present time. The Department of Elementary-School Principals of the National Education Association is launching out on a broad professional program. It is hoped that this study will help to furnish the basis upon which future plans can be built. Similar investigations have been made relative to the status of the high-school principal¹ and the superintendent of schools.² The present study attempts to do the same kind of service for the elementary-school principal.

This study differs from those reported on pages 215 to 217, inclusive, in two important aspects. First, it is much more extensive in that it covers practically every state in the union, hence is much more representative than a study including one, or a few cities, would be; and secondly, it is much more specific in covering certain phases of the principal's work that these studies did not include.

Methods of tabulating data—In tabulating the data found in this study the following methods were used: In determining the relative ranks given by elementary-school principals to education courses they had studied, and in locating the ranks given by them to certain school functions the percentile method³ was used. The formula was
$$P. R. = \frac{2R-1}{2N} \times 100.$$
 Only questionnaires having complete rankings were used.

All the correlation coefficients found in this study were computed by means of the Ayres' formula. This method is best explained in *The Journal of Educational Research*, April, 1920, pp. 295-298.

Factors used in comparing data—In taking the data from the questionnaires, three factors were given consideration—namely, geographical area, population of cities, and size of school enrolment. Not all of these factors were considered with every item taken from the questionnaires, but only where the comparison was thought to be significant. Tables 1, 2, and 3 show the number and percentage of questionnaires for each group.

It was found, experimentally, that the sevenfold classification used in Table 2 gives a very suitable distribution of the data for the purpose of this investigation.

It will be seen that the steps between the enrolment groups do not progress arithmetically. The number of steps and their sizes are thought to be best suited for the purposes of this study.

¹ Koos, L. V., *The High School Principal*, Houghton-Mifflin Co., 1924.

² Douglass, B. C., "The Status of the Superintendent," *First Yearbook, Department of Superintendence*, 1922-1923.

³ Otis, A. S., *Statistical Method in Educational Measurement*, World Book Co., 1925.

TABLE 1.—NUMBER AND PERCENTAGE OF QUESTIONNAIRES FOR EACH GEOGRAPHICAL AREA

Area	Number	Percent of Total
North Atlantic	168	25.9
South Atlantic	36	5.6
North Central	249	38.6
South Central	37	5.7
Western	157	24.2
Total	647	100.0

GEOGRAPHICAL AREAS

Group I.—North Atlantic: Connecticut, Maine, Massachusetts, New Jersey, New York, New Hampshire, Pennsylvania, Rhode Island and Vermont.

Group II.—South Atlantic: Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia and Florida.

Group III.—North Central: Ohio, Indiana, Illinois, Iowa, Michigan, Wisconsin, Minnesota, Missouri, North Dakota, South Dakota, Nebraska and Kansas.

Group IV.—South Central: Kentucky, Tennessee, Alabama, Mississippi, Louisiana, Texas, Oklahoma and Arkansas.

Group V.—Western: Montana, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada, Idaho, Washington, Oregon and California.

TABLE 2.—NUMBER AND PERCENTAGE OF QUESTIONNAIRES FOR EACH POPULATION GROUP

Population Groups of Cities	Number	Percent of Total
Above 250,000	262	40.5
100,000 to 249,999	117	18.1
50,000 to 99,999	60	9.5
30,000 to 49,999	51	7.5
10,000 to 29,999	93	14.4
5,000 to 9,999	22	3.0
Below 5,000	42	7.0
Total	647	100.0

TABLE 3.—NUMBER AND PERCENTAGE OF QUESTIONNAIRES FOR EACH ENROLMENT GROUP

Enrolment Groups of Pupils	Number	Percent of Total
1-100	16	2.8
101-200	26	4.5
201-300	45	7.9
301-500	154	26.9
501-1000	232	40.5
1001-2000	94	16.4
2001-plus	6	1.0
Total	573	100.0

PART III—THE PRINCIPAL AND HIS SCHOOL

Purpose of part—The object of this part is (1) to show the distribution of elementary-school principals by sex and by age, and (2) to give somewhat detailed information concerning the organization of the elementary school.

Distribution by sex—What percent of elementary-school principals are men? What percent are women? Table 4 shows that 44.5 percent of all the principals included in this study are men, and 55.5 percent are women. Koos,¹ in his study, found that 9.7 percent of high-school principals are women. The data in the present study further show that 7.8 percent of the elementary-school principals are married women.

TABLE 4.—PERCENTAGE DISTRIBUTION OF SEXES BY GEOGRAPHICAL AREAS

Area	Men	Women	
		Single	Married
North Atlantic	47.6	48.8	3.6
South Atlantic	41.7	50.0	8.3
North Central	41.4	51.2	7.4
South Central	48.6	51.4	...
Western	45.6	49.8	14.6
Total	44.5	47.7	7.8

Table reads: In the North Atlantic group, 47.6 percent of the principals were men, 48.8 percent single women, etc.

In comparing sex by geographical sections, we find that the south central group has the largest percentage of men principals, also the largest percentage of unmarried women principals. The western section has the largest percentage of married women principals. Our data do not show any married women principals in the south central section. This fact may be due to a limited number of cases for that area.

TABLE 5.—PERCENTAGE DISTRIBUTION OF SEXES BY POPULATION GROUPS

Population Group	Men	Women	
		Single	Married
Under 5,000	52.4	35.7	11.9
5,000- 9,999	27.3	63.6	9.1
10,000- 29,999	22.2	72.2	5.6
30,000- 49,999	45.1	52.9	2.0
50,000- 99,999	40.6	51.6	7.8
100,000-249,999	41.8	46.4	11.8
Above 250,000	54.2	38.5	7.3
Total	44.5	47.7	7.8

Table reads: In cities under 5000 in population, 52.4 percent of the principals were men, 35.7 percent were single women, etc.

In comparing the sexes by population groups, we find, in Table 5, the largest percentage of men principals in cities over 250,000 in population. Cities between 10,000 and 30,000 have the highest percentage of single women principals, and cities under 5000 in population have the highest percentage of married women principals.

¹ Koos, L. V., *op. cit.*, Table III, p. 10.

It is significant that in the larger cities the percentage of men increases. In checking the data from the questionnaires for this item, the writer found many marginal quotations such as "personality, not sex, counts." This statement probably contains much truth.

The age of the principal—The typical elementary-school principal of the United States is a person of maturity. The data given in Table 6 show that the median age for principals is 47.4 years. The first quartile is 39.4 years, third quartile 54.3 years with a quartile deviation of 7.4 years. The range is from 20 to 74 years.

TABLE 6.—DISTRIBUTION OF AGES OF PRINCIPALS BY GEOGRAPHICAL AREAS

Age	North Atlantic	South Atlantic	North Central	South Central	Western	Total
20-24.....	2	1	1	..	..	4
25-29.....	5	1	6	2	10	24
30-34.....	12	4	11	4	15	46
35-39.....	22	3	20	7	21	73
40-44.....	25	3	20	10	23	81
45-49.....	25	7	44	6	18	100
50-54.....	26	5	45	2	21	99
55-59.....	20	4	30	2	13	69
60-64.....	11	2	17	1	6	37
65-69.....	4	2	6	1	1	14
70-74.....	2	..	2	..	2	6
Total	154	32	202	35	130	553
Q ₁	39.4	38.3	43.1	36.9	36.7	39.4
Med.	47.2	47.8	49.9	42.2	44.1	47.4
Q ₃	54.6	55.0	55.7	47.7	52.5	54.3
Q	7.1	8.3	6.3	5.4	7.9	7.4

Table reads: In the North Atlantic section there were two principals between the ages 20-24 inclusive, etc.

In comparing ages by geographical sections we find that the principals of the north central group have a median age of 49.9 years, and that those of the south central group, the youngest of them all, have a median age of 42.2 years. By population groups, we find, in Table 7, the oldest principals in cities of over 250,000 population who have a median age of 50.8 years, while the principals in cities under 5000 population have a median age of 34.7 years. It is significant to note in passing that the median age for elementary-school principals is older than that shown for superintendents of schools. Douglass¹ found that the median age of the superintendent of schools was 43.15 years. Eikenberry,² in his investigation, found the median age for high-school principals was 33.4 years. Hence, it is seen that the median age for the elementary-school principal is older than that either for the superintendent of schools or the high-school principal.

¹ Douglass, B. C., *op. cit.*, Table 44, p. 105.

² Eikenberry, D. H., *The Status of the High-School Principal*. (A bulletin in process of publication by the Bureau of Education.)

The school and the community—It is widely accepted among educators that the school should play an important part in the life of a community. Many city superintendents have long since found the undesirability and impracticability of making all schools in their

TABLE 7.—DISTRIBUTION OF AGES OF PRINCIPALS BY POPULATION GROUPS

Age	Under 5,000	5,000 9,999	10,000 29,999	30,000 49,999	50,000 99,999	100,000 249,999	Above 250,000	Total
20-24.....	3	..	1	..	..	..	..	4
25-29.....	7	1	1	3	4	5	3	24
30-34.....	10	1	13	6	2	5	9	46
35-39.....	4	2	15	8	7	19	18	73
40-44.....	5	7	12	8	5	14	30	81
45-49.....	3	3	15	9	11	21	38	100
50-54.....	4	2	9	6	16	12	50	99
55-59.....	2	3	13	5	4	16	26	69
60-64.....	1	..	..	4	4	2	26	37
65-69.....	..	..	1	..	3	3	7	14
70-74.....	..	..	..	..	..	..	6	6
Total	39	19	80	49	56	97	213	553
Q ₁	29.8	40.5	36.6	37.0	41.0	37.8	43.8	39.4
Med.	34.7	43.2	44.1	44.6	49.5	46.3	50.8	47.4
Q ₃	45.4	50.6	51.6	52.2	54.0	53.6	57.2	53.3
Q	7.8	5.0	7.5	7.6	6.5	7.4	6.7	7.4

Table reads: In cities under 5000 in population, there were three principals between the ages 20-24 inclusive, etc.

city exactly alike. In many senses of the word the school must adapt itself to the needs of the neighborhood. It is important that the principal should know the traits and needs of his own community and direct his unit of the educational system in light of this knowledge.

TABLE 8.—PERCENTAGE DISTRIBUTION OF SCHOOLS BY GEOGRAPHICAL AREA AND TYPES OF COMMUNITIES

Area	Agri- cultural	Indus- trial	Commer- cial	College	Resi- dential	For- eign
North Atlantic	2	39	5	1	42	11
South Atlantic	6	23	11	3	46	11
North Central	4	28	8	3	44	13
South Central	8	33	3	3	45	8
Western	15	15	10	5	48	7
Total	6	28	7	3	45	11

Table reads: In the North Atlantic group, 2.0 percent of the schools were in agricultural communities, etc.

In Table 8 is given a distribution of types of communities by geographical areas. The percentages for each community type follow: residential 45.0, industrial 28.0, foreign 11.0, commercial 7.0, agricultural 6.0, and college 3.0. It is recognized that there is no sharp line of demarcation between any of these types. It is believed, how-

ever, that there is a very much different problem confronting the principal in an industrial community from that confronting one in a college community. While in general the percentages for each group are quite uniform, a few notable exceptions can be found. Of the schools belonging to the north Atlantic group, 2 percent are in agricultural communities; of those belonging to the western group 15 percent are in agricultural communities. Conversely, 39 percent of the schools of the north Atlantic group are in industrial communities while only 15 percent of the western group are in industrial communities. Although the foreign types of communities are comparatively few, they are not without some significance.

The distribution of communities by enrolment groups, in Table 9, shows that the smaller schools are located chiefly in agricultural and

TABLE 9.—PERCENTAGE DISTRIBUTION OF SCHOOLS BY ENROLMENT GROUPS AND TYPES OF COMMUNITIES

Enrolment Group	Agri-cultural	Indus-trial	Commer-cial	College	Resi-dential	For-eign
1- 100.....	27	33	7	..	33	..
101- 200.....	24	14	10	..	48	4
201- 300.....	11	20	7	9	39	14
301- 500.....	4	37	5	5	44	5
501-1000.....	6	30	8	2	41	13
1001-2000.....	..	23	9	1	48	19
2001-plus.....	..	43	4	..	43	..
Total	6	28	7	3	45	11

Table reads: In schools having from 1-100 pupils, 27.0 percent were in agricultural communities, etc.

residential communities. The larger schools, those of five hundred or more pupils, are located in industrial, residential, and foreign communities. Inasmuch as there is probably much overlapping in the classification used, it is highly improbable that any one school is of one single community type.

Kinds of schools—All the schools represented in this study are co-educational public schools. From the standpoint of race, 66.3 percent of the schools consist of white children only, while 33.7 percent are of both white and colored children.

Types of school organization—The organization of the elementary school in the United States is in a period of change. The familiar traditional type of organization is in many instances being replaced by more economical and efficient types, such as the departmental, platoon, Dalton, or Winnetka. While we are at present too close to these changes to evaluate their worth, yet it seems certain that some modification of the old regular type of school organization is sure to come.

Accordingly, principals were asked to indicate the kind of organization existing in their schools. Table 10 shows such distribution by geographical areas. Reading from the totals one can see that 58 percent of the principals reported the regular type, 9 percent departmental, 7 percent platoon, and 26 percent various combinations of types. No one section of the country appears to be leading any other section from the standpoint of change.

Table 11, however, indicates that it is the larger schools that are deviating from the regular type of organization. It is chiefly in those

TABLE 10.—PERCENTAGE AND GEOGRAPHICAL DISTRIBUTION OF TYPES OF
ELEMENTARY SCHOOL ORGANIZATION

Geographical Area	Regular	Departmental	Platoon	Combinations of Types
North Atlantic	58	6	5	31
South Atlantic	71	6	9	14
North Central	59	10	5	26
South Central	39	22	14	25
Western	57	10	9	24
Total	58	9	7	26

Table reads: In the North Atlantic group, 58.0 percent of the schools were of the regular type, etc.

TABLE 11.—PERCENTAGE AND ENROLMENT DISTRIBUTION OF TYPES OF
ELEMENTARY SCHOOL ORGANIZATION

Enrolment Groups	Regular	Departmental	Platoon	Combinations of Types
1- 100.....	75	19	..	6
101- 200.....	86	4	..	10
201- 300.....	88	6	..	6
301- 500.....	69	11	1	19
501-1000.....	51	12	10	27
1001-2000.....	44	9	15	32
2001-plus.....	29	29	..	42
Total	60	10	7	23

Table reads: In schools having from 1 to 100 pupils, 75.0 percent were of the regular type, etc.

having over 1000 pupils enrolled that we find the evidence of change. This fact suggests that increasing attendance, with concomitant demands for building room, is one factor. It may further indicate that the larger schools are more professionally alert to try out new plans, or that the administrative authorities in the larger schools are given more freedom in directing their schools than are those in schools of smaller enrolment.

Grades under direction of principals—Since principals are being held more and more for a high quality of instruction in their schools, it is important to know what grades, and how many, are generally included in an elementary school. Manifestly, the problems of a

five-grade school are not wholly like those of a nine-grade school. With this in mind, principals were asked to indicate the number of grades in their schools. Table 12 shows distribution by geographical areas.

Of the 595 principals who reported on this item of the questionnaire, 151 indicated that their schools include the kindergarten and the first eight grades, while 134 reported the first eight grades without the kindergarten. This would suggest that the junior high school has not yet been established in these communities. The 117 cases found in schools having kindergarten and the first six grades would suggest the presence of the junior high school in those communities. Another inference that can be drawn is that at the present time there is no agreement as to what constitutes an elementary school. Of the 595 schools, 342, or 57.4 percent, report kindergartens. It will be seen

TABLE 12.—NUMBER AND KINDS OF GRADES UNDER THE DIRECTION OF PRINCIPALS

Grades	North Atlantic	South Atlantic	North Central	South Central	Western	Total
Kg-5	7	1	2	..	3	13
1-5	2	2	1	4	3	12
Kg-6	31	7	55	1	23	117
1-6	18	8	22	8	13	69
Kg-7	6	1	28	4	12	51
1-7	6	8	10	3	6	33
Kg-8	41	3	81	3	23	151
1-8	37	2	32	13	50	134
Kg-9	3	..	4	..	3	10
1-9	..	1	2	..	2	5
Total	151	33	237	36	138	595

Table reads: In the North Atlantic group, there were seven principals who reported having kindergarten to fifth grade inclusive under their direction, etc.

there are few kindergartens reported from either the south Atlantic or south central sections. Table 13 indicates there is no great variation in this item for the different population groups.

Number pupils enrolled—Many of the schools included in this study have large enrolments. Table 3 shows that only 2.8 percent have enrolments of 100 pupils or less, while 57.9 percent have over 500 pupils enrolled. There are six schools that have over 2000 pupils each. It is not assumed that all of these children were housed in one building. Several principals stated they had charge of three or four buildings or schools. Frequently the kindergarten was in a separate building.

Length of school year—There is a growing tendency in the United States to lengthen the school year. Many educators feel that a ten-month school year is better than a nine-month year. A few have even advocated a twelve-month school. Table 14 shows that 58 percent of

the schools included in this study have ten months, or 40 weeks of school, 4 percent have 39 weeks, 22 percent 38 weeks, 1 percent 37 weeks, and 15 percent 36 weeks. The data show that the longer terms are found in the north Atlantic, north central and western groups respectively. Of the schools in the south Atlantic group, 22 percent

TABLE 13.—NUMBER AND KINDS OF GRADES UNDER THE DIRECTION OF PRINCIPALS

Grades	Under 5000	5000 9999	10,000 29,999	30,000 49,999	50,000 99,999	100,000 249,999	Above 250,000	Total
Kg-5	1	..	3	1	..	5	3	13
1-5	1	2	4	..	1	2	2	12
Kg-6	1	4	17	13	22	16	44	117
1-6	5	5	18	9	11	10	11	69
Kg-7	1	1	5	5	3	17	19	51
1-7	2	..	9	5	6	4	7	33
Kg-8	6	2	5	13	8	19	98	151
1-8	21	3	20	3	11	23	53	134
Kg-9	1	..	..	1	1	..	7	10
1-9	1	..	2	..	1	1	..	5
Total	40	17	83	50	64	97	244	595

Table reads: In cities under 5000, there was one principal who reported having kindergarten to fifth grade inclusive under his direction, etc.

have 40 weeks, while in the south central group only 8 percent have 40 weeks of school.

Hours in school day—The number of hours in the school day vary from four and a half to seven and a half. The data in Table 15 show that 3 percent of the schools have a four and a half-hour day, 45

TABLE 14.—PERCENTAGE AND GEOGRAPHICAL DISTRIBUTION OF LENGTH OF SCHOOL YEAR IN WEEKS

Area	Number of Weeks				
	36	37	38	39	40
North Atlantic	4	3	10	7	76
South Atlantic	44	..	34	..	22
North Central	12	1	26	1	60
South Central	72	5	5	..	8
Western	13	2	17	13	55
Total	15	1	22	4	58

Table reads: In the North Atlantic group, 4.0 percent of the schools had 36 weeks in their school year, etc.

percent a five-hour day, 31 percent a five and a half-hour day, 16 percent a six-hour day, 3 percent a six and half-hour day, 1 percent a seven-hour day, and 1 percent a seven and a half hour-day. In the north Atlantic group 65 percent of the schools have less than a five and a half hour-day, while in the south central section 71 percent have more than five and a half hours in a school day. Although the mode

is a five-hour school day, the large percentage given the five and a half-hour day suggests that the tendency is toward a longer day.

In Table 16 the data suggest that the schools in the larger cities tend to have the longer school day. This may indicate that supervised study periods, in these schools, have tended to lengthen the school day. A few principals stated that extra-curricular activities and organized athletics added to the length of the school day in their schools. Some of the four and a half-hour days reported are due

TABLE 15.—PERCENTAGE DISTRIBUTION OF HOURS IN SCHOOL DAY ACCORDING TO GEOGRAPHICAL AREAS

Hours	North Atlantic	South Atlantic	North Central	South Central	Western	Total
4½.....	7	..	..	5	2	3
5.....	58	58	45	21	35	45
5½.....	27	24	30	3	45	31
6.....	6	18	23	38	12	16
6½.....	1	..	1	18	4	3
7.....	1	..	1	12	1	1
7½.....	..	..	..	3	1	1

Table reads: In the North Atlantic group, 7.0 percent of the principals reported school days of 4½ hours in length, etc.

TABLE 16.—PERCENTAGE DISTRIBUTION OF HOURS IN SCHOOL DAY ACCORDING TO POPULATION GROUPS

Hours	Under 5000	5000 9999	10,000 29,999	30,000 49,999	50,000 99,999	100,000 249,999	Above 250,000	Total
4½.....	2	4	5	4	..	7	..	3
5.....	23	22	43	47	35	40	56	45
5½.....	50	44	31	23	39	32	26	31
6.....	23	30	19	22	19	10	14	16
6½.....	2	..	2	4	2	7	2	3
7.....	..	..	..	..	3	3	1	1
7½.....	..	..	..	..	2	1	1	1

Table reads: In cities under 5000 in population, 2.0 percent of the principals reported school days of 4½ hours in length, etc.

to double sessions, and do not represent a choice of that length of school day.

Teachers under direction of principal—According to the data shown in Table 17, the median number of teachers under the direction of one principal is 17.0. The first quartile is 11.7; the third quartile is 25.7, with a quartile deviation of 7.0. In other words, one fourth of the principals have fewer than 11.7 teachers, one half fewer than 17.0, and three fourths fewer than 25.7. The range is from two to fifty-nine.

In the geographical distribution, we find very little variation among the different sections. In Table 18, which gives the distribution by population groups, one can see that the schools in the larger cities

TABLE 17.—NUMBER OF TEACHERS UNDER THE DIRECTION OF PRINCIPALS
DISTRIBUTED ACCORDING TO GEOGRAPHICAL AREAS

Number of Teachers	North Atlantic	South Atlantic	North Central	South Central	Western	Total
2.....	1	1	..	..	1	3
3.....	3	..	1	..	2	6
4.....	2	..	2	1	4	9
5.....	3	1	1	..	3	8
6.....	8	1	4	..	3	16
7.....	4	..	4	1	5	14
8.....	8	1	9	3	10	31
9.....	8	..	11	1	6	26
10.....	8	1	8	5	9	31
11.....	4	..	9	4	6	23
12.....	4	1	14	..	10	29
13.....	8	1	9	5	5	28
14.....	4	..	17	3	10	34
15.....	9	2	9	1	8	29
16.....	8	2	11	..	11	32
17.....	10	1	12	2	7	32
18.....	6	..	11	..	2	19
19.....	5	1	6	3	4	19
20.....	4	1	4	3	10	22
21.....	4	1	8	..	5	18
22.....	5	1	5	..	4	15
23.....	2	..	11	..	3	16
24.....	4	1	9	1	5	20
25.....	3	2	7	2	1	15
26.....	2	1	5	3	3	14
27.....	..	2	5	..	2	9
28.....	2	1	5	..	4	12
29.....	2	2	4	..	4	12
30.....	..	1	7	..	1	9
31.....	1	..	..	..	..	1
32.....	3	2	6	..	1	12
33.....	3	..	4	..	1	8
34.....	2	..	1	..	..	3
35.....	1	..	1	..	..	2
36.....	5	1	3	..	1	10
37.....	2	..	2	..	..	4
38.....	1	..	..	..	..	1
39.....	..	..	4	..	..	4
40.....	5	..	..	..	1	6
41 to 59.....	14	..	14	..	6	34
Total	168	29	243	38	158	636
Q ₁	10.6	15.1	12.8	10.7	10.6	11.7
Med.	17.2	21.5	18.9	13.8	15.6	17.0
Q ₃	26.5	27.1	26.1	19.2	21.5	25.7
Q	7.9	6.0	6.6	4.2	5.4	7.0

Table reads: In the North Atlantic group, one principal reported having two teachers under his direction, etc.

TABLE 18.—NUMBER OF TEACHERS UNDER THE DIRECTION OF PRINCIPALS
DISTRIBUTED ACCORDING TO POPULATION GROUPS

Number of Teachers	Under 5000	5000 9999	10,000 29,000	30,000 49,000	50,000 99,999	100,000 249,000	Above 250,000	Total
2.....	1	1	..	1	..	..	..	3
3.....	1	..	3	1	..	..	1	6
4.....	5	1	3	..	..	..	..	9
5.....	2	..	3	..	..	1	2	8
6.....	5	2	3	1	..	1	4	16
7.....	2	2	4	..	2	2	2	14
8.....	5	2	12	3	2	2	5	31
9.....	1	3	8	5	4	1	4	26
10.....	7	2	6	3	5	3	5	31
11.....	..	1	6	..	5	14	7	23
12.....	2	3	3	6	3	2	10	29
13.....	1	1	4	3	3	7	9	28
14.....	2	..	7	3	3	4	15	34
15.....	1	..	7	1	2	10	8	29
16.....	..	1	4	2	2	12	11	32
17.....	3	..	1	4	4	8	12	32
18.....	..	..	1	4	3	4	7	19
19.....	..	1	3	..	..	4	11	19
20.....	..	..	5	1	3	6	7	22
21.....	..	..	2	..	1	4	11	18
22.....	..	1	..	2	3	3	6	15
23.....	..	..	..	..	2	3	11	16
24.....	..	..	3	2	2	5	8	20
25.....	..	..	1	..	1	2	11	15
26.....	..	..	..	..	2	3	9	14
27.....	..	..	1	..	..	1	7	9
28.....	1	..	1	..	2	1	7	12
29.....	..	..	1	1	..	4	6	12
30.....	..	..	..	..	1	2	6	9
31.....	..	..	..	1	..	..	..	1
32.....	..	..	2	2	1	3	4	12
33.....	..	..	1	1	..	1	5	8
34.....	..	..	..	..	1	..	2	3
35.....	..	..	..	..	..	..	2	2
36.....	..	..	1	2	1	1	5	10
37.....	..	..	..	..	..	1	3	4
38.....	..	..	..	..	..	..	1	1
39.....	..	..	..	..	..	..	4	4
40.....	..	1	..	1	1	..	3	6
41 to 59.....	..	..	..	1	1	3	29	34
Total.....	39	22	96	51	60	118	260	636
Q ₁	6.1	7.7	8.7	10.6	11.7	13.5	15.2	11.5
Med.	8.7	10.0	12.0	14.8	16.5	17.0	21.9	16.9
Q ₃	12.1	12.2	16.7	22.1	22.0	26.2	29.8	24.5
Q.....	3.0	2.2	4.0	5.7	5.1	6.3	7.3	6.5

Table reads: In cities under 5000, one principal reported having two teachers under his direction, etc.

tend to have more teachers under the direction of each principal. This is what one would naturally expect to find.

If the principal is to be held for a high type of instruction in his school, he must give much of his time to supervision of teaching. In large schools it would be impossible to supervise adequately any great amount of teaching. To offset this condition, a number of special supervisors are frequently employed.

Subjects given part-time supervision—Principals were asked to underscore the subjects given part-time supervision in their schools. From the geographical distribution, found in Table 19, these subjects were reported as receiving part-time supervision respectively: Music 431, Art 411, Handwriting 275, Handwork 167, Reading 145, etc.

TABLE 19.—SUBJECTS GIVEN SUPERVISION BY PART-TIME SUPERVISORS
DISTRIBUTED ACCORDING TO GEOGRAPHICAL AREAS

Subject	North Atlantic	South Atlantic	North Central	South Central	Western	Total
Arithmetic	17	2	34	4	19	76
Art	123	25	154	26	83	411
Geography	18	3	30	2	14	67
Handwriting	73	12	97	20	73	275
Handwork	60	4	56	8	39	167
History	12	3	32	4	14	65
Household Arts	12	3	13	3	8	39
Manual Arts	8	1	14	1	8	32
Music	125	25	170	26	85	431
Phys. Educ.	50	12	45	9	29	145
Reading	19	4	32	6	20	81
Spelling	15	3	32	4	12	66
Total	532	97	709	113	404	1855

Table reads: In the North Atlantic group, 17 principals reported part-time supervision in arithmetic, etc.

From the standpoint of geographical distribution, there is not much variation in the amount given to any one study in comparison with that allotted other studies.

In comparing the amount of supervision given to the various studies by enrolment groups, it is seen, in Table 20, that the smaller schools do not have many part-time supervisors. The same is true for the larger schools. In the first instance, it is possible that the principal does most of the supervising; in the second case the supposition is that the school employs a full-time supervisor for each subject.

Provision made for administrative assistants—With the tremendous growth in enrolment of schools and the modern demand for highly specialized service, there have developed many types of school assistants that were unknown in times past. It is no longer possible or desirable that the principal should do all the administrative work

connected with the larger schools. He must surround himself with a corps of highly trained helpers, each of whom is given charge of a particular type of service. Table 21 shows the extent of this help.

TABLE 20.—SUBJECTS GIVEN SUPERVISION BY PART-TIME SUPERVISORS
DISTRIBUTED ACCORDING TO ENROLMENT GROUPS

Subjects	1- 100	101- 200	201- 300	301- 500	501- 1000	1001- 2000	201 plus	Total
Arithmetic	1	3	3	22	34	12	1	76
Art	9	10	30	108	170	76	8	411
Geography	1	..	1	20	34	11	..	67
Handwriting	8	11	21	68	122	43	2	275
Handwork	2	3	10	36	75	34	7	167
History	1	..	1	22	27	14	..	65
Household Arts	1	..	2	7	18	10	1	39
Manual Arts	1	1	5	6	15	4	..	32
Music	12	19	34	111	170	78	7	431
Phys. Educ.	2	3	12	37	67	24	..	145
Reading	1	..	4	24	40	11	1	81
Spelling	1	..	2	17	33	12	1	66
Total	40	50	125	478	805	329	28	1855

Table reads: In schools having from 1 to 100 pupils enrolled, one principal reported a part-time supervisor in arithmetic, etc.

The school nurse—According to our data 10 percent of the principals reported that their schools employed a nurse for full-time, and 79 percent for part-time. Only 11 percent of the principals indicated

TABLE 21.—PERCENTAGE DISTRIBUTION OF THE AMOUNT OF PROVISION MADE FOR
ADMINISTRATIVE ASSISTANTS

Assistant	Full-time	Part-time	No Provision
School Nurse	10	79	11
Director Educ. Tests.....	2	28	70
Custodian	41	7	52
Study Coach	3	3	94
School Physician	2	67	31
Stenographer	9	7	84
Curriculum Director	1	4	95
Substitute Teacher	4	27	69
Clerk	21	11	68
Physical Director	17	47	36
Librarian	5	11	84
Assistant Principal	14	5	81

Table reads: 10.0 percent of all the principals reported their schools employed a nurse for full-time, etc. (Percentages based on 647 cases.)

that their schools made no provision for a school nurse. These percentages are encouraging, and are indicative of the growing belief that a pupil can do better school work if he is in good physical condition.

Director of educational tests—The use of educational tests as a means of improvement of instruction is being accepted by most modern

schools. Our data show that 2 percent of the schools employ a director of educational tests for full-time, 28 percent for part-time, while 70 percent make no provision at all for such work. Although these percentages are small, yet, considering the newness of the testing movement, they are very suggestive of the rôle which standardized tests will play in the future. These percentages do not cover any use of tests that principals or classroom teachers may make in their schools.

Custodian of building—In tabulating the returns for this item on the questionnaire, it was not always possible to differentiate the terms “janitor” and “custodian.” Table 21 shows that 41 percent of the schools employ a custodian for full-time, 7 percent for part-time, while 52 percent make no provision. In the smaller school the janitor does much of the work which is done by the custodian in the larger schools.

Study coach—The data show that only 3 percent of the schools employ a study coach for full-time, and 3 percent for part-time. Unfortunately 94 percent of the schools make no provision for this item. On account of the many possible meanings of this term, the returns on this item are considered of little value.

School physician—The data seem to indicate that a thorough physical examination for all school children may some day be realized. Two percent of the schools employ a physician for full-time, and 67 percent for part-time, while 31 percent make no provision for this service.

Stenographer—Only 9 percent of the schools employ a stenographer for full-time, and 7 percent for part-time. It will be noticed that 84 percent make no provision at all for stenographic help.

Curriculum director—The data for this item are quite conclusive in showing that only a few such positions are to be found in our schools. One percent of the schools employ such assistants for full-time, 4 percent for part-time, while 95 percent do not employ such an assistant.

Substitute teacher—Many of the principals in answering this item of the questionnaire, stated that all substitute teachers were sent out from the central office when needed. However, many of the larger systems employ an extra teacher or more for one school. Our data show that 4 percent of the schools employ a substitute teacher for full-time, 27 percent for part-time and 69 percent have no regularly employed substitute teacher.

Clerk—The information secured from the data sheets shows that 21 percent of the principals have clerks for full-time, and 11 percent for part-time, while 68 percent do not have the service of any clerical help.

Physical director—In the smaller schools, this administrative assistant is frequently called the playground supervisor. According to our data 17 percent of the schools employ a physical director for full-time,

while 47 percent employ a director for part-time. Unfortunately 36 percent do not employ anyone for the sole purpose of direct physical education.

Librarian—The use of projects and other modern methods of teaching necessitates good school libraries. This study shows that 5 percent of the schools employ a librarian for full-time, 11 percent for part-time, while 84 percent make no provision for this work.

Assistant principal—Only 14 percent of the schools included in this study employ an assistant principal for full-time, while 5 percent do for part-time. The data show that 81 percent of the schools employ no one for this position.

Frequency of teachers' meetings—Table 22 gives the frequency of teachers' meetings by geographical areas. The data indicate that there is no agreement among principals as to the frequency of teachers' meetings. There is a slight preference for the weekly meeting; especially is this true in the south central section. Table 23 shows there is very little agreement among population groups on this item.

TABLE 22.—PERCENTAGE DISTRIBUTION OF FREQUENCY OF TEACHERS' MEETINGS
ACCORDING TO GEOGRAPHICAL AREAS

Frequency of Meetings	North Atlantic	South Atlantic	North Central	South Central	Western	Total
Daily	..	..	1	..	4	1
Weekly	12	20	28	67	35	27
Semi-monthly	17	25	25	14	33	24
Monthly	35	22	19	16	12	22
Called	36	33	27	3	16	26

Table reads: In the North Atlantic group, 12.0 percent of the principals reported weekly teachers' meetings, etc.

TABLE 23.—PERCENTAGE DISTRIBUTION OF FREQUENCY OF TEACHERS' MEETINGS
ACCORDING TO POPULATION GROUPS

Frequency of Meetings	Under 5000	5000 9999	10,000 29,999	30,000 49,999	50,000 99,999	100,000 249,999	Above 250,000	Total
Daily	2	..	1	..	4	..	1	1
Weekly	15	27	22	21	32	36	27	27
Semi-monthly	23	9	27	17	19	30	25	24
Monthly	15	18	18	31	23	16	25	22
Called	45	46	32	31	22	18	22	26

Table reads: In cities under 5000 in population, 2.0 percent of the principals reported daily teachers' meetings, etc.

TABLE 24.—PERCENTAGE DISTRIBUTION OF THE VISITS OF THE SUPERINTENDENT
ACCORDING TO GEOGRAPHICAL AREAS

Frequency of Visit	North Atlantic	South Atlantic	North Central	South Central	Western	Total
Daily	..	..	1	8	2	2
Weekly	9	3	9	11	7	8
Monthly	25	13	24	30	15	22
Irregularly	32	27	21	11	20	23
By request	20	23	22	16	22	21
Semi-annually	5	10	6	8	17	9
Annually	1	10	3	8	13	6
Never	9	14	14	8	4	9

Table reads: In the North Atlantic group, 9.0 percent of the principals reported weekly visits by the superintendent, etc.

TABLE 25.—PERCENTAGE DISTRIBUTION OF THE VISITS OF THE SUPERINTENDENT
ACCORDING TO POPULATION GROUPS

Frequency of Visits	Under 5000	5000 9999	10,000 29,999	30,000 49,999	50,000 99,999	100,000 249,999	Above 250,000	Total
Daily	9	5	2	..	..	1	1	2
Weekly	17	25	28	14	3	1	2	8
Monthly	15	15	27	32	21	20	19	22
Irregularly	26	20	24	34	21	26	19	32
By request	15	35	12	18	35	23	20	21
Semi-annually	9	..	5	2	10	9	13	9
Annually	9	..	1	..	2	3	12	6
Never	..	..	1	..	8	17	14	9

Table reads: In cities under 5000, 9.0 percent of the principals reported daily visits by the superintendent, etc.

TABLE 26.—PERCENTAGE DISTRIBUTION OF KINDS OF TEACHERS' MEETINGS
ACCORDING TO POPULATION GROUPS

Kinds	Under 5000	5000 9999	10,000 29,999	30,000 49,999	50,000 99,999	100,000 249,999	Above 250,000	Total
Lecture	..	..	1	..	1	..	1	1
Lecture and Routine....	..	..	2	..	1	3	2	2
Conference	60	33	38	30	32	35	37	37
Conference and Routine.	12	37	33	44	32	32	32	32
Routine	14	17	11	7	10	7	6	8
Miscellaneous	14	13	15	19	24	23	22	20

Table reads: In cities under 5000 in population, 60.0 percent of the principals reported their teachers' meetings as of the conference type, etc.

Kinds of teachers' meetings—The data for this item indicate there is no uniformity among principals as to how the teachers' meeting should be conducted. Reading from the percentages for the total column, in Table 26, we find that 1 percent of the principals use the lecture method, 2 percent lecture and routine, 37 percent the conference, 32 percent conference and routine, 8 percent routine matters, and 20 percent miscellaneous types. Some of the principals, in schools known for their progressiveness, hold conferences, have demonstration lessons, and occasionally bring in outside speakers. In the interest of economy, many of the routine matters should undoubtedly be handled by the use of bulletin boards or typewritten directions to the teachers.

Frequency of superintendent's visits—In checking this item of the questionnaire we find, in Table 24, that 2 percent of the principals reported that their superintendent visited their schools daily, 8 percent weekly, 22 percent monthly, 23 percent irregularly, 21 percent by request, 9 percent semi-annually, and 6 percent annually. A few of the principals, 9 percent, indicated that the superintendent had never visited their schools during their tenures.

PART IV.—THE TRAINING AND PROFESSIONAL GROWTH
OF THE PRINCIPAL

Purpose of part—The purpose of this part is of a twofold nature; (1) What academic and professional training has the elementary-school principal had for his work, (2) What evidence is there of professional growth among elementary-school principals.

Tabulation of data—In the preparation of the questionnaire, upon which this study is based, care was taken to so word the instructions relative to the training of the principal, that not the least possible error would creep in. Unfortunately, the terminology used by the different colleges and universities of the United States, concerning quantity and quality of credit is not uniform. Courses of varying length taken during summer sessions, and courses taken by correspondence, make the problem of the evaluation of credit more difficult. All doubtful data contained in the questionnaires were discarded. Most of the data concerning the training and professional growth of the principal were distributed according to geographical areas and population groups.

Preparation beyond elementary school—It is not significant, considering the personnel of principals to whom this questionnaire was sent, to find that all the principals reporting are high-school graduates. In a few cases principals indicated that they had completed their secondary training in normal schools, or other institutions of learning, but in every case the equivalent of high-school graduation was reported.

Preparation beyond high school—Not only is every principal included in this study a high-school graduate, but from Table 27 it can be shown that over one half of the principals have college degrees or the equivalent. To be more exact, this table shows that the median number of years' training the elementary-school principal has received beyond the high school is 4.2. The first quartile is 3.0 years and the third quartile is 5.4 years. The quartile deviation is 1.2 years. These data indicate, therefore, that one fourth of the principals have had less than 3.0 years preparation beyond the high school; that one half of the principals have had less than 4.2 years, and that one fourth of the principals have had more than 5.4 years preparation beyond the high school. It will be observed that those above the third quartile group have had more than one year's graduate work, or its equivalent.

According to Douglass¹ the median number of years that superintendents of schools have attended college is 4.3. This is but one tenth year more training than our data show for the elementary-school principal.

¹ *Op. cit.*, Table 3, p. 24.

There is very little difference in the medians given above for the five geographical areas. However, in Table 28, it is very noticeable that the amount of training increases in the larger population groups.

TABLE 27.—PREPARATION BEYOND HIGH SCHOOL DISTRIBUTED ACCORDING TO GEOGRAPHICAL AREAS

Years	North Atlantic	South Atlantic	North Central	South Central	Western	Total
0-.99.....	4	3	14	1	9	31
1-1.99.....	11	1	13	..	8	33
2-2.99.....	21	3	37	8	19	88
3-3.99.....	24	4	57	8	19	112
4-4.99.....	28	3	67	11	44	153
5-5.99.....	13	2	33	6	32	86
6-6.99.....	11	6	15	2	20	54
7-7.99.....	9	..	5	1	1	16
8-plus.....	20	1	3	..	5	29
Total	141	23	244	37	157	602
Q ₁	3.0	2.6	2.9	3.0	3.2	3.0
Med.	4.4	4.2	4.0	4.1	4.5	4.2
Q ₃	6.4	6.2	4.9	4.9	5.6	5.4
Q	1.7	1.8	1.0	.9	1.2	1.2

Table reads: In the North Atlantic group, four principals reported having had less than one year's preparation beyond high school, etc.

TABLE 28.—PREPARATION BEYOND HIGH SCHOOL DISTRIBUTED ACCORDING TO POPULATION GROUPS

Years	Under 5000	5000 9999	10,000 29,999	30,000 49,999	50,000 99,999	100,000 249,999	Above 250,000	Total
0-.99.....	3	3	7	2	1	2	13	31
1-1.99.....	3	2	2	3	4	7	12	33
2-2.99.....	6	4	22	12	6	13	25	88
3-3.99.....	9	6	22	9	16	21	29	112
4-4.99.....	11	3	23	13	12	22	69	153
5-5.99.....	3	1	7	6	6	20	43	86
6-6.99.....	2	1	3	1	9	12	26	54
7-7.99.....	..	..	1	1	2	2	10	16
8-plus.....	..	..	1	1	2	2	23	29
Total.....	37	20	88	48	58	101	250	602
Q ₁	2.5	2.0	2.6	2.6	3.2	3.1	3.4	3.0
Med.	3.7	3.2	3.6	3.8	4.2	4.3	4.7	4.2
Q ₃	4.6	4.0	4.6	4.7	5.8	5.5	5.9	5.4
Q	1.0	1.0	1.0	1.0	1.3	1.2	1.2	1.2

Table reads: In cities under 5000 in population, three principals reported having had less than one year's preparation beyond high school, etc.

The data seem to indicate that the larger the community and the larger the school, the greater the emphasis laid upon advanced training for candidates for these principalships. Judging from the amount of training the principals have in these larger cities, it seems likely that in the near future, a year of graduate study will be the minimum for the elementary-school principalship.

Summer sessions attended—One of the most hopeful signs of progress among teachers in the United States is the increasing number who

TABLE 29.—SUMMER SESSIONS ATTENDED DISTRIBUTED ACCORDING TO GEOGRAPHICAL AREAS

Number	North Atlantic	South Atlantic	North Central	South Central	Western	Total
1.....	28	6	26	4	14	78
2.....	26	1	29	2	27	85
3.....	6	6	28	6	17	63
4.....	16	2	19	3	15	55
5.....	8	1	15	5	10	39
6.....	3	4	17	2	13	39
7.....	5	..	..	1	1	7
8.....	..	1	6	5	6	18
9.....	..	..	1	..	..	1
10.....	2	1	7	1	1	12
10 plus.....	1	1	3	1	1	7
Total.....	95	23	151	30	105	404
Q_1	1.8	1.9	2.4	3.2	2.8	2.2
Med.	2.7	3.7	3.7	5.0	3.6	3.6
Q_3	4.7	6.3	5.6	7.5	5.5	5.5
Q	1.4	2.2	1.6	2.1	1.3	1.7

Table reads: In the North Atlantic group, there were 28 principals who reported having attended one summer session, etc.

TABLE 30.—SUMMER SESSIONS ATTENDED DISTRIBUTED ACCORDING TO POPULATION GROUPS

Number	Under 5000	5000 9999	10,000 29,999	30,000 49,999	50,000 99,999	100,000 249,999	Above 250,000	Total
1.....	5	1	11	3	9	19	30	78
2.....	14	3	15	7	8	14	24	85
3.....	4	3	8	5	9	12	22	63
4.....	3	1	6	4	3	7	31	55
5.....	4	2	5	4	3	13	8	39
6.....	4	2	7	2	6	2	16	39
7.....	..	..	3	..	..	2	2	7
8.....	..	..	3	1	3	4	7	18
9.....	..	..	..	..	..	..	1	1
10.....	2	1	1	..	2	4	2	12
Over 10.....	1	..	..	1	2	..	3	7
Total.....	37	13	59	27	45	77	146	404
Q_1	2.3	2.9	2.2	2.5	2.2	2.0	2.2	2.2
Med.	2.9	3.8	3.4	3.7	3.6	3.4	3.8	3.6
Q_3	5.4	5.8	5.8	5.3	6.2	5.4	5.3	5.5
Q	1.5	1.4	1.8	1.4	2.0	1.7	1.5	1.6

Table reads: In cities under 5000 in population, there were five principals who reported having attended one summer session, etc.

take advantage of the summer sessions offered by many colleges and universities. Changes in educational theory and practice have undoubtedly made many teachers feel the necessity for additional train-

ing. The elementary-school principal, with the changing concept of his chief duties from mere office routine to expert supervision, has also felt this need. The summer school affords this opportunity without loss of position or salary.

In tabulating the data concerning the summer sessions, it was found impossible to compute quantitatively the amount of work done by principals. The summer school in the United States varies from five to twelve weeks in length. Our data merely show the median number of summer sessions attended by principals.

It will be seen in Table 19, that the median number of summer schools attended by principals is 3.6. The first quartile is 2.2, and the third quartile is 5.5. These data indicate to what extent the professional courses offered in the summer sessions of colleges and universities contribute to the training of elementary-school principals.

In comparing medians for the geographical areas with those of the population groups, it will be noticed that there is very little difference. The inference is that principals in all sections and in all cities are about equally taking advantage of the summer session. This indicates how extensive the summer school movement has been.

Graduate work status—In analyzing the data pertaining to graduate work, it was thought advisable to show (1) the number and percentage of principals for each group who had done graduate work, and (2) to show the amount of graduate training that principals have received.

In reading from Table 31, it will be seen that the percentage of principals who have done some graduate work is 27.2. However, it is a trifle larger than Douglass¹ found for the superintendent of schools. It is highly probable that the present study is based upon a more select group of elementary-school principals than the Douglass study was of city superintendents. The two studies agree in that they find the higher percentages of graduate work in the larger cities. The absence of any graduate work shown for principals in cities having a population between 5000 and 10,000, in Table 32, is likely due to an insufficient number of principals reporting in that group.

Amount of graduate work done by principals—Principals were asked to indicate the number of years and fractions of years they had spent in graduate schools. In the main, this does not include any summer work. In most cases it represents continuous graduate work.

From Table 33, it can be seen that the median number of years of graduate work, for principals reporting on this item, is 1.7. The first quartile is 1.2 years, and the third quartile is 2.6 years. It will be

¹ *Op. cit.*, Table 4C, p. 27.

observed that the median number of years is larger than that ordinarily required for the master's degree.

Courses taken prior to present principalship—In addition to finding out how much collegiate training the principal has received to prepare himself for his work, it would be of interest to know what professional courses he has studied before accepting his present principalship.

TABLE 31.—PERCENTAGE AND GRAPHICAL DISTRIBUTION OF PRINCIPALS WHO HAVE DONE GRADUATE WORK

Area	Having Done Graduate Work	Percent of Total
North Atlantic	53	31.5
South Atlantic	11	30.5
North Central	62	24.8
South Central	11	29.7
Western	39	24.8
Total	176	27.2

Table reads: In the North Atlantic group, 53 principals, or 31.5 percent of that group, reported having done graduate work, etc.

TABLE 32.—PERCENTAGE AND POPULATION DISTRIBUTION OF PRINCIPALS WHO HAVE DONE GRADUATE WORK

Population Group	Having Done Graduate Work	Percent of Total
Under 5,000	6	14.2
5,000- 9,999	0	0.
10,000- 29,999	10	10.7
30,000- 49,999	7	13.7
50,000- 99,999	21	35.0
100,000-249,999	33	28.2
Above 250,000	99	37.7
Total	176	27.2

Table reads: In cities under 5000, six principals, or 14.2 percent of that group, reported having done graduate work, etc.

To secure information on this point, principals were asked to indicate the courses they had so taken, and to give the number of college hours earned in each subject. In tabulating the data, it was found that principals had indicated what courses they had studied, but had failed, on account of their inability to remember, to state the number of college hours earned in each subject. Those who did attempt to answer this part of the questionnaire wrote on the margins such qualifying adjectives as credit hours, college units, etc., matters which it was impossible to evaluate.

In Table 35 is found a percentage distribution of professional courses taken by principals prior to their present principalships. It will be seen that the courses reported as taken most frequently are

educational psychology, principles of teaching, history of education, etc. A careful analysis of the percentages for the various subjects for each geographical area shows that the range in percentages for each study are not great. It is significant that no study was reported as taken by 50 percent of the principals. The percentages given for the

TABLE 33.—YEARS OF GRADUATE WORK DONE BY PRINCIPALS DISTRIBUTED ACCORDING TO GEOGRAPHICAL AREAS

Years	North Atlantic	South Atlantic	North Central	South Central	Western	Total
0-1.....	7	..	9	4	3	23
1-2.....	21	6	34	4	25	90
2-3.....	9	4	11	3	4	31
3-4.....	7	1	4	..	4	16
4-5.....	5	..	2	..	3	10
5 plus.....	4	..	2	..	..	6
Total.....	53	11	62	11	39	176
Q ₁	1.2	1.4	1.1	.6	1.2	1.2
Med.	1.9	1.9	1.6	1.3	1.6	1.7
Q ₃	3.3	2.5	2.3	2.0	2.3	2.6
Q	1.0	.5	.6	.7	.5	.7

Table reads: In the North Atlantic group, there were seven principals who reported less than one year's graduate work, etc.

TABLE 34.—YEARS OF GRADUATE WORK DONE BY PRINCIPALS DISTRIBUTED ACCORDING TO POPULATION GROUPS

Years	Under 5000	5000 9999	10,000 29,999	30,000 49,999	50,000 99,999	100,000 249,999	Above 250,000	Total
0-1.....	2	..	1	2	4	8	6	23
1-2.....	4	..	5	3	10	13	55	90
2-3.....	..	1	2	1	4	8	15	31
3-4.....	..	..	1	..	1	2	12	16
4-5.....	..	..	..	1	1	1	7	10
5 plus.....	..	..	..	..	1	1	4	6
Total.....	6	1	9	7	21	33	99	176
Q ₁	.75	*	1.2	.8	1.2	1.1	1.3	1.2
Med.	1.2	..	1.7	1.5	1.8	1.6	1.7	1.7
Q ₃	1.6	..	2.3	2.2	2.6	2.4	2.8	2.6
Q	.4	..	.5	.7	.7	.6	.7	.7

Table reads: In cities under 5000 in population, there were two principals who reported less than one year's graduate work, etc.

* Insufficient data.

various courses, in the distribution by population groups, do not vary materially from the ones just given. Any variation in percentages found between geographical areas and population groups is due to the fact that in a few returns the population of cities could not be learned, as the names of the cities were not given in the questionnaire; hence data for these do not occur in the population groups. It will be noted that in many institutions the courses having the larger

percentages are the required courses. From the standpoint of the supervising principal it is unfortunate that school supervision and observation of teaching do not rank higher. The data suggest that many principals are holding their positions without an adequate amount of professional training. Viewing the situation from the negative side, there were 368, or 56 percent of the principals who did not indicate that they had taken a course in educational psychology, etc.

TABLE 35.—PERCENTAGE DISTRIBUTION BY GEOGRAPHICAL AREAS OF PRINCIPALS TAKING CERTAIN EDUCATION COURSES PRIOR TO PRESENT PRINCIPALSHIP

Course	North Atlantic	South Atlantic	North Central	South Central	Western	Total
A.....	42	42	45	51	41	43
B.....	24	36	31	35	38	32
C.....	14	19	15	19	15	15
D.....	28	36	40	41	41	37
E.....	10	17	16	16	22	16
F.....	40	31	35	51	36	37
G.....	27	19	28	19	23	25
H.....	34	33	33	35	38	34
I.....	31	36	37	35	41	36
J.....	33	42	36	46	34	36
K.....	40	25	40	51	34	38
L.....	26	28	33	30	31	31
M.....	21	25	24	24	23	23
N.....	18	11	24	16	29	23
O.....	12	11	21	19	24	19
P.....	13	19	21	16	13	17

Legend:

A. Educational Psychology	I. School Administration
B. Child Psychology	J. School Supervision
C. Experimental Psychology	K. Principles of Teaching
D. Educational Tests	L. Meth. in Teaching Spec. Sub.
E. Educational Statistics	M. Observation of Teaching
F. History of Education	N. Practice Teaching
G. Philosophy of Education	O. Educational Sociology
H. School Management	P. Technique of Teaching

Table reads: In the North Atlantic group, 42.0 percent of the principals reported having studied course "A" prior to accepting present principalship, etc.

Courses taken after present principalship—Possibly many students enrol in college with little thought of their future life's work. They take the courses prescribed by the faculty and do not have much chance to deviate from these required courses. But after a student has served as an elementary-school principal, it would be interesting to know what courses he would select, if he re-entered college. To throw light on this problem, principals were asked to check the course they had taken since accepting their present positions. Table 37 gives the names of these courses, with percentages for each.

In reading from this geographical distribution table, it will be seen that the leading courses take the following percentages: Educational

Tests 36; School Administration 31; School Supervision 30; Educational Psychology 21; etc. The indicated preference for the first three courses is not a surprise to one familiar with present-day tendencies in education.

Value of certain courses to the principalship—Finally, how does the elementary-school principal evaluate the usual education courses offered by colleges and universities, from the standpoint of the princi-

TABLE 36.—PERCENTAGE DISTRIBUTION BY POPULATION GROUPS OF PRINCIPALS TAKING CERTAIN EDUCATION COURSES PRIOR TO PRESENT PRINCIPALSHIP

Course	Under 5000	5000 9999	10,000 29,999	30,000 49,999	50,000 99,999	100,000 249,999	Above 250,000	Total
A.....	50	55	51	51	42	36	45	43
B.....	21	41	40	35	40	23	32	32
C.....	14	18	12	24	13	15	16	15
D.....	36	41	33	43	47	31	36	36
E.....	7	14	9	29	17	13	19	16
F.....	43	41	47	57	45	31	37	40
G.....	14	27	28	29	32	24	24	25
H.....	40	23	42	43	38	27	32	34
I.....	33	23	40	39	52	26	37	36
J.....	29	18	38	45	47	27	37	36
K.....	33	32	49	41	47	30	32	35
L.....	14	23	43	37	43	22	28	30
M.....	24	23	33	25	27	18	21	23
N.....	26	27	34	31	28	20	16	23
O.....	21	14	35	16	17	16	16	19
P.....	19	5	14	8	27	17	19	17

Legend:

A. Educational Psychology	I. School Administration
B. Child Psychology	J. School Supervision
C. Experimental Psychology	K. Principles of Teaching
D. Educational Tests	L. Meth. in Teaching Spec. Sub.
E. Educational Statistics	M. Observation of Teaching
F. History of Education	N. Practice Teaching
G. Philosophy of Education	O. Educational Sociology
H. School Management	P. Technique of Teaching

Table reads: In cities under 5000 in population, 50.0 percent of the principals reported having studied course "A" prior to accepting present principalship, etc.

palship? Each principal was asked to rank the education courses he had taken, from the standpoint of their importance to the principalship. Table 39 gives the percentile rank for each course. It will be seen that school supervision ranks first, child psychology second, principles of teaching third, etc. Educational statistics ranks last according to our data.

Evaluation of courses taken at different stages of training—For easy reference and comparison, we have arranged, in Table 40, the professional courses taken by principals at different stages of training. Apparently, the required courses are not always identical with those

which the experienced principal thinks he needs for his work. This table should offer some very fruitful suggestions to those administrative officers who determine the curricula for schools of education. At the present time, there are but few colleges or universities that offer education courses designed primarily for the work of the elementary-school principal. Gist¹ published a very interesting table which shows

TABLE 37.—PERCENTAGE DISTRIBUTION BY GEOGRAPHICAL AREAS OF PRINCIPALS WHO HAVE HAD CERTAIN EDUCATION COURSES SINCE ACCEPTING PRESENT PRINCIPALSHIP

Course	North Atlantic Percent	South Atlantic Percent	North Central Percent	South Central Percent	Western Percent	Total Percent
A.....	23	22	22	27	18	21
B.....	14	14	15	22	17	15
C.....	8	22	10	19	8	10
D.....	32	36	33	43	42	36
E.....	7	8	14	14	14	10
F.....	13	8	10	5	12	11
G.....	8	..	12	14	11	10
H.....	13	31	16	16	14	16
I.....	29	36	30	22	37	31
J.....	26	42	31	33	31	30
K.....	15	14	12	14	16	14
L.....	19	14	18	16	16	17
M.....	8	17	6	22	6	8
N.....	3	8	5	3	6	5
O.....	12	8	14	16	15	15
P.....	6	8	12	11	8	9

Legend:

- | | |
|----------------------------|---------------------------------|
| A. Educational Psychology | I. School Administration |
| B. Child Psychology | J. School Supervision |
| C. Experimental Psychology | K. Principles of Teaching |
| D. Educational Tests | L. Meth. in Teaching Spec. Sub. |
| E. Educational Statistics | M. Observation of Teaching |
| F. History of Education | N. Practice Teaching |
| G. Philosophy of Education | O. Educational Sociology |
| H. School Management | P. Technique of Teaching |

Table reads: In the North Atlantic group, 23.0 percent of the principals reported having taken Educational Psychology since accepting present principalship, etc.

the number of such courses offered in five institutions for the past ten years. The outlook for the future, in this respect, however, is very hopeful for the elementary-school principal.

Teaching experience of the principal—The principal is called upon daily to evaluate different methods of teaching. It is of vital importance that he shall have had considerable successful experience as a classroom teacher. In Table 41, we find the median number of years that principals have taught is 25.7. The first quartile is 17.8 years,

¹ Gist, Arthur S., "The Evolution of the Principalship," *Third Yearbook. Department of Elementary School Principals*, Table 4, p. 207.

TABLE 38.—PERCENTAGE DISTRIBUTION BY POPULATION GROUP OF PRINCIPALS WHO HAVE HAD CERTAIN EDUCATION COURSES SINCE ACCEPTING PRESENT PRINCIPALSHIP

Course	Under 5000	5000 9999	10,000 29,999	30,000 49,999	50,000 99,999	100,000 249,999	Above 250,000	Total
	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent
A.....	21	27	18	31	18	20	23	22
B.....	7	9	14	12	25	16	16	15
C.....	7	..	10	12	15	10	8	9
D.....	38	45	39	35	45	33	30	34
E.....	10	..	4	14	10	9	14	11
F.....	14	23	13	12	7	8	10	10
G.....	10	9	9	10	7	12	9	9
H.....	17	14	11	20	20	19	15	16
I.....	26	27	24	43	40	31	30	40
J.....	26	23	30	39	38	23	29	29
K.....	11	27	18	10	15	16	11	14
L.....	7	5	18	20	23	20	11	15
M.....	11	..	12	12	15	8	4	8
N.....	5	..	8	4	7	6	3	5
O.....	10	23	11	6	13	13	12	12
P.....	5	..	8	12	15	9	8	9

Legend:

- | | |
|----------------------------|---------------------------------|
| A. Educational Psychology | I. School Administration |
| B. Child Psychology | J. School Supervision |
| C. Experimental Psychology | K. Principles of Teaching |
| D. Educational Tests | L. Meth. in Teaching Spec. Sub. |
| E. Educational Statistics | M. Observation of Teaching |
| F. History of Education | N. Practice Teaching |
| G. Philosophy of Education | O. Educational Sociology |
| H. School Management | P. Technique of Teaching |

Table reads: In cities under 5000, 21.0 percent of the principals reported having studied Educational Psychology since accepting present principalship, etc.

TABLE 39.—PERCENTILE RANKS GIVEN BY ELEMENTARY-SCHOOL PRINCIPALS TO EDUCATION COURSES THEY HAVE TAKEN

Course	Percentile Rank
1. School Supervision	72.0
2. Child Psychology	70.9
3. Principles of Teaching.....	68.5
4. Educational Psychology	68.2
5. School Administration	63.4
6. School Management	62.0
7. History of Education.....	51.0
8. Technique of Teaching.....	50.1
9. Observation of Teaching.....	48.9
10. Educational Tests	44.3
11. Practice Teaching	44.1
12. Philosophy of Education.....	42.5
13. Methods in Teaching Special Subjects.....	40.0
14. Experimental Psychology	39.7
15. Educational Sociology	33.3
16. Educational Statistics	20.4

Table reads: The function "School Supervision" exceeds all other functions by 72.0 percent, etc.

and the third quartile is 32.9 years. The range is 3 to 54 years. It will be seen there is a slight tendency for principals in the north central and north Atlantic sections, as well as for the larger population groups, to have had the longer teaching experience. Table 41 shows that the median for principals in cities having a population over 250,000, is 29.3 years.

TABLE 40.—COMPARISON OF RANK OF EDUCATION COURSES TAKEN BY PRINCIPALS AT DIFFERENT STAGES OF TRAINING WITH THE RANK GIVEN THE SAME COURSES FROM THE STANDPOINT OF IMPORTANCE TO THE PRINCIPALSHIP

Frequency Rank of Courses Taken Prior Present Position	Frequency Rank of Courses Taken Since Accepting Present Position	Percentile Rank of Courses from Standpoint of Use- fulness to Principal
1. Educational Psychology	1. Educational Tests	1. School Supervision
2. Principles of Teaching	2. School Administration	2. Child Psychology
*3½. History of Education	3. School Supervision	3. Principles of Teaching
3½. Educational Tests	4. Educational Psychology	4. Educational Psychology
5. School Administration	5. Methods of Teaching Spec. Subjects	5. School Administration
6. School Supervision	6. School Management	6. School Management
7. School Management	7½. Child Psychology	7. History of Education
8. Child Psychology	7½. Educational Sociology	8. Technique of Teaching
9. Methods of Teach. Spec. Subjects	9. Principles of Teaching	9. Observation of Teaching
10. Philosophy of Education	10. History of Education	10. Educational Tests
11. Observation of Teaching	11½. Philosophy of Education	11. Practice Teaching
12. Practice Teaching	11½. Experimental Psychology	12. Philosophy of Education
13. Educational Sociology	13. Educational Statistics	13. Methods of Teach. Special Subjects
14. Technique of Teaching	14. Technique of Teaching	14. Experimental Psychology
15. Educational Statistics	15. Observation of Teaching	15. Educational Sociology
16. Experimental Psychology	16. Practice Teaching	16. Educational Statistics

Table reads: Educational Psychology ranks first in frequency of the courses taken before the principal accepted his present position, Educational Tests ranks first in frequency of the courses taken since accepting present position, School Supervision ranks first according to principals from the standpoint of importance to the work of the principal, etc.

* Fraction due to like percentages.

Experience as elementary-school teacher—What percent of elementary-school principals have been elementary-school teachers? According to our data, as shown in Tables 43 and 44, 87.1 percent of the principals have taught in the elementary school. There is no wide variation in comparing the different geographical sections or population groups. The data seem to indicate that the first essential considered by school authorities in selecting a principal is that the candidate shall have had successful teaching experience in the elementary school.

TABLE 41.—TOTAL TEACHING EXPERIENCE DISTRIBUTED ACCORDING TO POPULATION GROUPS

Years	Under 5000	5000 9999	10,000 29,999	30,000 49,999	50,000 99,999	100,000 249,999	Above 250,000	Total
3.....	3	..	1	..	..	..	..	4
4.....	2	..	..	1	2	..	..	5
5.....	1	1	3	1	3	2	1	12
6.....	2	..	2	2	1	3	..	10
7.....	2	..	1	..	1	..	2	6
8.....	1	..	1	..	..	2	1	5
9.....	1	..	..	1	..	1	..	3
10.....	2	..	5	1	1	3	3	15
11.....	3	..	4	..	2	2	1	12
12.....	2	1	1	1	..	1	1	7
12.....	2	1	1	1	..	1	1	7
13.....	1	..	5	..	2	1	6	15
14.....	1	1	2	1	1	2	5	13
15.....	2	..	4	..	..	3	5	14
16.....	1	1	2	3	2	4	4	17
17.....	..	2	2	4	2	4	6	20
18.....	2	1	4	..	1	2	9	19
19.....	1	1	1	4	2	4	1	14
20.....	1	3	2	1	2	5	9	23
21.....	1	..	1	1	1	2	11	17
22.....	2	..	5	1	2	3	3	16
23.....	2	..	3	2	1	4	10	22
24.....	1	2	2	4	3	2	9	23
25.....	..	1	5	1	1	6	18	32
26.....	..	..	2	1	1	8	7	19
27.....	..	1	3	2	3	2	5	16
28.....	..	1	4	2	5	2	7	21
29.....	1	1	3	2	2	3	15	27
30.....	..	..	3	1	5	4	16	29
31.....	..	1	2	1	2	4	9	19
32.....	1	1	4	1	1	5	10	23
33.....	2	1	3	2	2	5	11	26
34.....	..	1	2	3	1	1	6	14
35.....	..	..	3	1	2	3	12	21
36.....	..	..	2	1	2	2	4	11
37.....	..	..	1	..	4	..	10	15
38.....	..	..	2	1	..	1	8	12
39.....	1	..	1	1	1	2	1	7
40.....	1	..	..	2	1	1	6	11
41-54.....	..	..	..	3	3	7	26	39
Total.....	40	21	91	53	65	106	258	634
Q ₁	8.0	17.6	13.9	17.5	17.6	17.6	21.9	18.2
Med.	14.0	20.8	22.9	24.6	27.5	25.5	29.3	25.7
Q ₃	22.5	28.7	30.8	33.3	32.7	32.1	35.2	32.8
Q.....	7.2	5.5	8.4	7.9	7.5	7.2	6.6	7.3

Table reads: In cities under 5000 in population, three principals reported three years' teaching experience, etc.

TABLE 42.—TOTAL TEACHING EXPERIENCE DISTRIBUTED ACCORDING TO GEOGRAPHICAL AREAS

Years	North Atlantic	South Atlantic	North Central	South Central	Western	Total
3.....	1	..	2	..	1	4
4.....	2	1	1	1	..	5
5.....	2	2	1	1	6	12
6.....	6	..	..	1	2	9
7.....	..	1	2	..	4	7
8.....	3	..	..	1	1	5
9.....	..	1	..	..	2	3
10.....	2	1	3	1	8	15
11.....	3	1	2	1	5	12
12.....	2	..	3	1	1	7
13.....	1	..	8	1	5	15
14.....	2	3	4	2	2	13
15.....	5	1	5	..	4	15
16.....	5	..	7	2	3	17
17.....	5	..	4	4	7	20
18.....	9	..	2	2	6	19
19.....	6	..	4	1	3	14
20.....	5	1	7	3	7	23
21.....	4	..	4	1	7	16
22.....	3	1	5	1	7	17
23.....	6	2	8	2	4	22
24.....	2	1	11	2	7	23
25.....	6	2	16	..	8	32
26.....	2	..	13	1	3	19
27.....	4	1	9	..	2	16
28.....	5	..	11	1	4	21
29.....	8	2	10	1	6	27
30.....	9	2	15	..	3	29
31.....	9	1	7	1	1	19
32.....	6	..	8	1	8	23
33.....	11	1	8	..	6	26
34.....	4	..	9	..	1	14
35.....	9	1	6	2	3	21
36.....	3	..	7	..	1	11
37.....	1	1	10	1	2	15
38.....	2	..	4	..	6	12
39.....	1	2	4	..	..	7
40.....	2	1	6	..	2	11
41-54.....	11	4	17	2	5	39
Total	167	34	243	38	153	635
Q ₁	18.3	14.5	22.3	14.7	15.2	17.8
Med.	27.3	25.5	28.4	20.0	22.2	25.7
Q ₃	33.2	35.5	34.2	26.5	30.0	32.9
Q	7.4	10.5	5.9	5.9	7.4	7.5

Table reads: In the North Atlantic group, one principal reported three years' teaching experience, etc.

Professional articles written—Assuming that contributing professional articles for publications is an evidence of professional growth, we find, in Table 45, that 17.3 percent of the principals included in this study have written acceptable articles for publication. The highest percentages are found in the north Atlantic section and in the population group of cities above 250,000. Conversely, the south central section and the population group under 5000 have the lowest percentages.

TABLE 43.—PERCENTAGE DISTRIBUTION BY POPULATION GROUPS OF PRINCIPALS WHO HAVE BEEN ELEMENTARY-SCHOOL TEACHERS

Population Group	Number	Percent of Total
Under 5,000.....	30	71.4
5,000 to 9,999.....	21	95.4
10,000 to 29,999.....	89	95.7
30,000 to 49,999.....	51	100.0
50,000 to 99,999.....	48	80.0
100,000 to 249,999.....	94	80.0
Above 250,000	231	88.1
Total	564	87.1

Table reads: In cities under 5000 in population, 71.4 percent of the principals have been elementary-school teachers, etc.

TABLE 44.—PERCENTAGE DISTRIBUTION BY GEOGRAPHICAL AREAS OF PRINCIPALS WHO HAVE BEEN ELEMENTARY-SCHOOL TEACHERS

Geographical Area	Number	Percent of Total
North Atlantic	137	81.4
South Atlantic	32	88.8
North Central	226	90.7
South Central	32	86.4
Western	137	87.2
Total	564	87.1

Table reads: In the North Atlantic group, 137, or 81.4 percent, of the principals have been elementary-school teachers, etc.

Membership in professional organizations—It is to be expected that many professional groups, having common interests, will unite themselves into organizations for social and professional betterment. Elementary-school principals are taking advantage of the opportunities offered them to raise the standards of their profession through such organizations.

All the principals included in this study are members of the National Education Association, as the questionnaire upon which this study is based, was sent only to members of the Department of Elementary School Principals.

The data, in Table 47, show that 95.0 percent of the principals included in this study are members of their own local state teachers'

association. This speaks well for the principal. It will be seen that 30.0 percent of the principals are members of state principals' departments and that 12.0 percent are members of city principals' clubs.

TABLE 45.—PERCENTAGE AND GEOGRAPHICAL DISTRIBUTION OF PRINCIPALS WHO HAVE WRITTEN PROFESSIONAL ARTICLES FOR PUBLICATION

Area	Number Having Written Articles	Percent of Total
North Atlantic	40	23.6
South Atlantic	5	14.7
North Central	36	14.4
South Central	3	7.8
Western	28	17.8
Total	112	17.3

Table reads: In the North Atlantic group, 40 principals, or 23.6 percent of that group, reported having written professional articles for publication, etc.

TABLE 46.—PERCENTAGE AND POPULATION DISTRIBUTION OF PRINCIPALS WHO HAVE WRITTEN PROFESSIONAL ARTICLES FOR PUBLICATION

Population Group	Number Having Written Articles	Percent of Total
Under 5,000	3	7.3
5,000- 9,999	3	13.0
10,000- 29,999	10	10.9
30,000- 49,999	9	16.6
50,000- 99,999	12	19.0
100,000-249,999	18	16.8
Above 250,000	57	21.2
Total	112	17.3

Table reads: In cities under 5000, three principals, or 7.3 percent of that group, reported having written professional articles for publication, etc.

TABLE 47.—PERCENTAGE DISTRIBUTION OF MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS BY GEOGRAPHICAL AREAS

Geographical Area	State Teachers' Association	State Principals' Department	City Principals' Club
North Atlantic	92	30	7
South Atlantic	80	16	8
North Central	97	31	11
South Central	100	54	16
Western	99	28	16
Total	95	30	12

Table reads: In the North Atlantic group, 92 percent of the principals report membership in their own state teachers' association, etc.

The small percentage given for city principals' clubs is probably due to the absence of such organizations in many cities.

Professional magazines read regularly—Finally, as contributing evidence of professional growth, it may be of interest to know what professional magazines elementary-school principals read regularly.

Table 49 shows that 74.0 percent of the principals read the *Elementary School Journal*; 44.4 percent read the *Journal of Educational Method*, etc. The high percentage given to the *Journal of the National Education Association* is explained in part by the fact that this magazine is sent to all members of the National Education Association. Undoubtedly, many principals read other professional magazines that are not included in our list.

TABLE 48.—PERCENTAGE DISTRIBUTION OF MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS BY POPULATION GROUPS

Population Group	State Teachers' Association	State Principals' Department	City Principals' Club
Under 5,000	90	21	..
5,000- 9,999.....	100	13	4
10,000- 29,999.....	96	22	3
30,000- 49,999.....	100	45	8
50,000- 99,999.....	100	25	13
100,000-249,999.....	89	24	5
Above 250,000.....	100	34	26
Total	95	30	12

Table reads: In cities under 5000 in population, 90 percent of the principals reported membership in their own state teachers' association, etc.

TABLE 49.—PERCENTAGE DISTRIBUTION OF PRINCIPALS WHO READ CERTAIN PROFESSIONAL MAGAZINES REGULARLY

Magazine or Publication	Percent of Total
<i>School and Society</i>	13.0
<i>Elementary School Journal</i>	74.0
<i>Journal of Educational Research</i>	34.4
<i>Journal of National Education Association</i>	94.2
Yearbooks (Nat. Soc. for Study of Educ.).....	58.1
<i>Journal of Educational Method</i>	44.4
<i>Journal of Education</i>	3.0
<i>Teachers College Record</i>	2.0
All others	4.5

Table reads: Of the principals included in this study, 13.0 percent reported they read *School and Society* regularly, etc.

PART V—A JOB-ANALYSIS OF THE WORK OF THE PRINCIPAL

Purpose of part—The purpose of this part is (1) to show what the duties of the principal are, and (2) to find what his status is in connection with certain administrative functions that are more or less controlled by the office of the superintendent of schools.

Job-analysis of the principal's day—Accordingly, principals were asked to check a list of functions that are commonly performed by them, and to indicate in the proper place the number of minutes given to each function on an average typical day. While the returns on this part of the questionnaire were not complete, they were large

enough to offer some very interesting suggestions. In reading from Table 50, we find that the median number of minutes given by principals to certain school functions per day is as follows: supervision 87 minutes, office work 57 minutes, teaching classes 38 minutes, conferences with teachers 34 minutes, conferences with pupils 27 minutes, supervising play 26 minutes, committee work, community work, and school discipline each 23 minutes, meeting visitors 21 minutes, school correspondence, planning programs and administering tests 20

TABLE 50.—MEDIAN NUMBER OF MINUTES SPENT PER TYPICAL DAY ON CERTAIN FUNCTIONS DISTRIBUTED ACCORDING TO GEOGRAPHICAL AREAS

Function	North Atlantic	South Atlantic	North Central	South Central	Western	Med.* T. D.
1.....	41	56	34	24	35	36
2.....	84	87	112	80	74	82
3.....	22	27	30	32	28	27
4.....	31	38	39	27	36	32
5.....	54	48	60	60	63	56
6.....	20	30	21	26	20	21
7.....	20	26	18	21	18	19
8.....	19	25	21	22	21	19
9.....	16	20	17	20	17	19
10.....	17	28	18	21	18	18
11.....	18	20	21	41	31	22
12.....	20	23	18	16	23	22
13.....	19	29	22	27	19	21
14.....	19	27	21	28	19	20
Total time	400	484	452	445	422	414

Legend:

- | | |
|--------------------------|-------------------------|
| 1. Teaching Classes | 8. Meeting Visitors |
| 2. Supervision | 9. Inspecting Building |
| 3. Conference—Pupil | 10. Planning Programs |
| 4. Conference—Teacher | 11. Supervising Play |
| 5. Office Work | 12. Administering Tests |
| 6. Discipline | 13. Committee Work |
| 7. School Correspondence | 14. Community Work |

Table reads: In the North Atlantic group, the median number of minutes spent per typical day by principals in teaching classes is 41, etc.

* Median of total distribution.

minutes, and inspecting building 18 minutes. By regrouping these functions it can be shown that about 50 percent of the principal's time is given to administrative duties and about 50 percent to the direct improvement of instruction. It is to be understood that not all of the individual functions listed are performed daily by principals, or that all of the functions are necessarily performed by any one principal in his school. The list furnishes the means by which a principal may compare his own school day with that of other principals. It will give him an approximate idea of the worth of certain school functions and may assist him in distributing his time.

Functions ranked by principals—Furthermore, it was deemed worthwhile to have the principals rank these same functions in the order of their importance to the principalship. Table 52 gives the percentile rank of these functions. It will be seen that "supervision" exceeds every other function in score by 94.9 percent, "conference with teacher" is second, with a percentile rank of 83.3, and "conference with pupil" is third, with a percentile rank of 70.9 percent. The lowest rank is given to "committee work," which has a percentile rank

TABLE 51.—MEDIAN NUMBER OF MINUTES SPENT PER TYPICAL DAY ON CERTAIN FUNCTIONS DISTRIBUTED ACCORDING TO POPULATION GROUPS

Function	Under 5000	5000 9999	10,000 29,999	30,000 49,999	50,000 99,999	100,000 249,999	Above 250,000	Med.* T. D.
1.....	150	195	87	56	20	24	31	36
2.....	58	40	76	101	88	105	110	82
3.....	25	19	30	28	30	30	26	27
4.....	26	11	36	36	38	41	36	32
5.....	41	43	53	75	52	67	60	56
6.....	20	18	24	20	18	22	22	21
7.....	24	15	16	20	19	19	20	19
8.....	15	17	18	20	20	23	22	19
9.....	15	14	17	19	18	19	28	19
10.....	24	18	17	17	15	19	18	18
11.....	25	16	27	22	20	25	21	22
12.....	20	21	22	19	23	26	20	22
13.....	20	23	21	21	20	24	20	21
14.....	20	30	20	18	21	24	20	20
Total time	483	480	464	472	402	468	454	414

Legend:

- | | |
|--------------------------|-------------------------|
| 1. Teaching Classes | 8. Meeting Visitors |
| 2. Supervision | 9. Inspecting Building |
| 3. Conference—Pupil | 10. Planning Programs |
| 4. Conference—Teacher | 11. Supervising Play |
| 5. Office Work | 12. Administering Tests |
| 6. Discipline | 13. Committee Work |
| 7. School Correspondence | 14. Community Work |

Table reads: In cities below 5000, the median number of minutes spent per typical day by principals in teaching classes is 150, etc.

* Median of total distribution.

of only 24.8 percent. This table indicates rather strongly that the principal himself considers the improvement of instruction through supervision to be his most important professional duty.

The teaching principal—Although Table 52 does not include the item of teaching classes, Table 53 shows that it is one of the main duties of many elementary-school principals. According to our data 32.7 percent of all the principals included in this study have regular classroom teaching. This does not include occasional demonstration lessons.

In comparing data by geographical areas we find there is very little difference in the percentages for each section. The western group has the highest percent (35.6) of its principals teaching, and the

TABLE 52.—PERCENTILE RANKS OF CERTAIN SCHOOL FUNCTIONS PERFORMED BY PRINCIPALS

Function	Percentile Rank
1. Supervision	94.9
2. Conference—Teacher	83.3
3. Conference—Pupil	70.9
4. Discipline	57.8
5. Planning Programs	51.7
6. Teaching Classes	51.4
7. Administering Tests	46.7
8. Meeting Visitors	45.3
9. Office Work	41.9
10. Community Work	38.8
11. Supervising Play	38.1
12. Inspecting Buildings	35.0
13. School Correspondence	27.1
14. Committee Work	24.8

Table reads: Supervision of instruction exceeded all other functions in score by 94.9 percent, etc.

north central section has the lowest percentage (30.1) In Table 54, which gives the distribution by population groups, we find that 82.9 percent of the principals in cities under 5000 in population teach

TABLE 53.—GEOGRAPHICAL DISTRIBUTION BY NUMBER AND PERCENT OF PRINCIPALS WHO TEACH REGULARLY

Area	Number Teaching Regularly	Percent of Total
North Atlantic	58	34.3
South Atlantic	11	32.3
North Central	75	30.1
South Central	12	31.5
Western	56	35.6
Total	212	32.7

Table reads: In the North Atlantic group, there were 58 principals, or 34.3 percent, who reported teaching regularly, etc.

regularly, while only 17.7 percent of the principals in cities between 100,000 and 250,000 teach regularly.

From data supplied by the superintendents in thirty-nine cities, Pollich¹ found:

From the reports received, it appears that elementary-school principals in large cities are no longer expected to teach classes. None of the cities from which questionnaires were received require classroom teaching of principals of schools with eight or more teachers. In many cases the number of teachers necessary to allow principals full-time supervision is even less than eight.

¹ Pollich, R. E., "Superintendents' Standards and Policies in the Selection, Appointment, and Promotion of Elementary-School Principals," *The Elementary School Journal*, Vol. XXVI, October, 1925, pp. 107-111.

In contrast to this, we find Bolton and Howard¹ maintaining:

The principal should teach one or two classes as one of his regular duties.

The meeting of class situations daily will keep him in close touch with teaching problems, and will cause him to have a more sympathetic attitude toward the work of his teachers. The daily classroom association with the pupils will enable him to know their interests and problems better than he could possibly know them if he did not teach.

Status of principal relative to certain administrative functions—
In the history of the growth and development of the elementary-school principalship, there has never been a sharp differentiation between the work of the principal and the superintendent of schools. Our data show there is a wide variation among city schools in the amount of freedom given to the principal to develop his own unit in the system.

TABLE 54.—POPULATION DISTRIBUTION BY NUMBER AND PERCENT OF PRINCIPALS WHO TEACH REGULARLY

Group	Number Teaching Regularly	Percent of Total
Under 5,000	34	82.9
5,000- 9,999.....	13	65.5
10,000- 29,999.....	48	52.7
30,000- 49,999.....	26	48.1
50,000- 99,999.....	17	26.9
100,000-249,999.....	19	17.7
Above 250,000.....	55	20.5
Total	212	34.3

Table reads: In cities under 5000, there were 34 principals, or 82.9 percent, who reported as teaching regularly, etc.

In order to throw light on this problem, principals were asked to indicate their status in relation to certain administrative functions. In Table 55, is found a list of these functions, with the percentages given for each. The terms "initiate," "assist" and "final authority" are self-explanatory. The column designated, "no status," consists of all the answers not definitely checked in any of the other three columns.

It does not seem necessary to discuss in detail each of the functions given in Table 55. The data speak for themselves. However, there were many marginal notations, on some of the questionnaires, which indicate that little or no opportunity is given to some principals in the matter of initiating any important school matter. In other school systems, the principals are encouraged to take a part in planning the policies for their own schools.

It may be well to point out that in matters concerning merely the principal's own school, such as inspecting building, classifying pupils,

¹ *Op. cit.*, p. 144.

etc., the principal is usually given considerable authority. In certain other matters, such as keeping school records, dispensing school books and supplies, etc., the principal is held rather rigidly to detailed directions and regulations from the central office. This procedure leads to uniform school accounting and makes it possible for the superintendent to compare schools within the system, as well as to compare his schools with those of other systems. Needless to say, no professionally alert principal would object to filling out forms and

TABLE 55.—PERCENTAGE DISTRIBUTION OF THE STATUS OF THE PRINCIPAL TOWARD CERTAIN ADMINISTRATIVE FUNCTIONS

Function	Initiates	Assists	Final Authority	No Status
Making Daily Schedule.....	8	49	18	25
Keeping School Records.....	11	32	41	16
Handling Tardiness	8	37	41	14
Handling Absences	8	42	37	13
Handling Discipline	4	31	51	14
Inspecting Building	18	33	42	7
Supervising Janitors	15	34	41	10
Selecting Teachers	6	41	3	50
Interviewing Candidates	4	19	4	73
Rating Teachers	10	30	20	40
Promoting Teachers	6	44	7	43
Discharging Teachers	13	40	2	45
Supervising Instruction	16	44	31	9
Conducting Teachers' Meetings.....	25	16	48	11
Selecting Textbooks	4	50	7	39
Making Courses of Study.....	2	70	1	27
Selecting Library Books.....	6	49	15	30
Selecting School Equipment.....	7	55	6	32
Directing Educational Tests.....	10	58	14	18
Control of Athletics.....	9	42	29	20
Control of Publications.....	4	17	21	58
Providing School Publicity.....	10	37	23	30
Dispensing School Books.....	11	31	33	25
Securing Substitute Teacher.....	14	35	19	32
Classifying Pupils	11	23	55	11
Promoting Pupils	8	26	56	10

Table reads: In the function of making daily schedules, 8.0 percent of the principals initiate, 49.0 percent have final authority, and 25.0 percent have nothing to do with it, etc.

making monthly or annual reports, provided he was furnished the sufficient clerical help to prevent this work from interfering with the more important duties of the principalship.

There is another class of functions which is more or less under direct control of the office of the superintendent. We refer to the employment, promotion, and discharge of teachers. While our data show, in Table 55, that the principal has some voice in these matters, generally limited to recommendations, he has very little real authority. It is not our purpose to discuss the merits or demerits of this condition. To the unbiased it does not seem fair to hold the principal of

an elementary school for a high type of instruction in his school unless he is given some control over the selection or dismissal of the teaching corps. The data show that more responsibility is given to the principal in the matter of rating teachers in service than in the matter of employing teachers.

Training in service—Although the principal may or may not be given any voice in the selection, promotion, or dismissal of teachers in his own school, he has, however, a great opportunity and responsibility

TABLE 56.—PERCENTAGE DISTRIBUTION BY GEOGRAPHICAL AREAS OF SCHOOLS USING TEACHER-RATING FORMS

Area	Number	Percent of Total
North Atlantic	72	51.0
South Atlantic	13	41.9
North Central	122	58.6
South Central	13	50.0
Western	59	47.2
Total	279	52.5

Table reads: In the North Atlantic group, 72, or 51.0 percent, of the principals reported their schools use teacher-rating forms, etc.

TABLE 57.—PERCENTAGE DISTRIBUTION BY POPULATION GROUPS OF SCHOOLS USING TEACHER-RATING FORMS

Population Group	Number	Percent of Total
Under 5,000	7	21.2
5,000 to 9,999	4	23.5
10,000 to 29,999	22	30.1
30,000 to 49,999	21	51.2
50,000 to 99,999	38	80.3
100,000 to 249,999	49	59.7
Above 250,000	136	59.3
Total	277	51.6

Table reads: In cities under 5000, seven, or 21.2 percent, of the principals reported their schools use teacher-rating forms, etc.

in training teachers in service. Adams,¹ in his article on "The Principal's Program of Professional Activities," has well said:

To the principal of the school must be delegated to no small degree the problem of training teachers in service. Such training presupposes, on the part of the principal, ability and skill to direct teachers along professional lines. The school must be the laboratory in which, in the fires of experience, the real teacher is tried and developed. This experience must be gained at a minimum cost to the children in the school.

Many marginal notes on the questionnaires bear testimony to this statement. It would seem as if the high quality of instruction, which the principal is trying to secure for his school, will have to be reached by making good teachers out of those assigned to him from the central office.

¹ Adams, Edwin W., "The Principal's Program of Professional Activities," *The Elementary School Journal*, Vol. XXIII, June, 1923, pp. 733-741.

The rating of teachers—In the questionnaire principals were asked to indicate whether or not any kind of a rating system of teachers was used in their schools. Table 56 shows that 52.5 percent of the schools employ some objective method of evaluating the qualities of their teachers. There is very little variation in this item among geographical sections, but in comparing population groups we find that the smaller cities have fewer rating systems than the larger cities. Cities having a population between fifty and one hundred thousand have the largest percentage. The hundred or more teacher-rating forms sent to the writer indicate plainly that there is no agreement as yet among educators as to what the qualities of a good teacher are, or as to how these qualities can be so weighed as to give a reliable index of a teacher's ability.

PART VI.—THE SALARY AND TENURE OF THE PRINCIPAL

The first part of this study indicates that the elementary-school principalship is in a state of transition. From a purely professional standpoint, salary and tenure of office are important factors in stabilizing the principalship.

Purpose of part—It is the purpose of this part (1) to present the data secured from the questionnaire, pertaining to salaries of elementary-school principals for the years 1923-1924, and 1924-1925, and (2) to show, in the latter part, the results bearing on the problem of tenure.

The professional unrest found among some elementary-school principals is due to a general feeling of uncertainty of salary. This situation leads to the following inquiries:

1. What inducements does the elementary-school principalship offer to professionally trained men and women who contemplate entering this field of educational service?
2. Are the salaries paid to elementary-school principals commensurate with the training, responsibility, and type of service demanded of them?
3. Is the principalship a stepping stone to something better, or is it a position worthy of a life's service?

No claim is made in this study to have found the final answers to these questions.

The subsequent tables show the distribution of salaries for elementary-school principals in the United States for the school years 1923-1924 and 1924-1925. In order to show the salary situation clearly, the salaries were distributed according to geographical areas, population, and enrolment groups. Wherever there is lack of agreement in the total number of cases tabulated, the difference is due to incomplete questionnaires.

TABLE 58.—SALARIES OF PRINCIPALS FOR THE YEAR 1923-1924 DISTRIBUTED
ACCORDING TO GRAPHICAL AREAS

Salary	North Atlantic	South Atlantic	North Central	South Central	Western	Total
1000.....	1	1	2	..	..	4
1100.....	2	1	1	..	..	4
1200.....	..	2	3	..	1	6
1300.....	3	2	5	1	1	12
1400.....	3	..	4	1	..	8
1500.....	8	2	4	3	..	17
1600.....	3	..	5	..	2	10
1700.....	5	1	4	..	2	12
1800.....	1	3	7	2	12	25
1900.....	7	1	3	2	9	22
2000.....	9	..	8	8	6	31
2100.....	6	1	12	2	5	26
2200.....	11	..	9	1	10	31
2300.....	8	1	10	..	5	24
2400.....	4	3	11	1	5	24
2500.....	11	1	22	2	15	51
2600.....	3	3	7	1	7	21
2700.....	5	1	10	6	6	28
2800.....	5	7	8	4	9	33
2900.....	3	1	8	1	3	16
3000.....	5	2	10	2	15	34
3100.....	3	..	5	..	11	19
3200.....	2	..	3	..	14	19
3300.....	3	..	3	..	6	12
3400.....	3	..	13	..	3	19
3500.....	8	..	9	..	1	18
3600.....	2	..	7	..	2	11
3700.....	2	..	1	..	..	3
3800.....	1	..	1	..	1	3
3900.....	1	..	1	..	..	2
4000.....	17	..	6	..	..	23
4100.....	2	..	..	..	..	2
4200.....	1	..	3	..	..	4
4400.....	1	..	5	..	..	6
4500.....	2	..	..	..	..	2
4600.....	..	..	5	..	..	5
4700.....	9	..	2	..	..	11
4800.....	..	..	15	..	..	15
4900.....	1	..	..	..	..	1
5000.....	2	..	..	..	..	2
5400.....	..	..	2	..	..	2
Total	163	33	234	37	151	618
Q ₁	\$2083	\$1725	\$2205	\$2003	\$2195	\$2110
Med.	2595	2450	2700	2175	2635	2609
Q ₃	3612	2825	3488	2762	3102	3230
Q	764	550	641	379	453	560

TABLE 59.—SALARIES OF PRINCIPALS FOR THE YEAR 1923-1924 DISTRIBUTED
ACCORDING TO POPULATION GROUPS

Salary	Under 5000	5000 9999	10,000 29,999	30,000 49,999	50,000 99,999	100,000 249,999	Above 250,000	Total
1000.....	1	1	2	..	..	..	..	4
1100.....	1	..	1	..	..	..	..	2
1200.....	2	2	2	..	..	..	..	6
1300.....	2	3	4	..	..	..	1	10
1400.....	2	1	5	..	..	..	1	9
1500.....	3	2	5	2	2	1	..	15
1600.....	1	4	4	..	..	..	..	9
1700.....	..	1	6	3	..	..	..	10
1800.....	4	3	8	2	4	..	3	24
1900.....	1	1	7	3	2	1	6	21
2000.....	2	2	9	7	6	6	3	35
2100.....	..	1	5	3	2	8	1	20
2200.....	4	1	4	1	3	7	11	31
2300.....	2	1	4	2	7	5	3	24
2400.....	..	..	3	4	3	9	6	25
2500.....	3	..	3	7	6	15	16	50
2600.....	1	..	1	2	5	1	2	12
2700.....	2	1	1	2	2	9	12	29
2800.....	..	..	2	3	5	11	12	33
2900.....	..	..	3	1	..	5	7	16
3000.....	1	..	1	2	3	6	2	15
3100.....	..	..	..	2	2	3	11	18
3200.....	..	..	..	..	..	2	16	18
3300.....	..	..	1	1	3	2	7	14
3400.....	..	..	..	..	1	3	14	18
3500.....	1	..	..	1	1	2	13	18
3600.....	..	..	..	..	..	1	9	10
3700.....	..	..	..	1	1	..	..	2
3800.....	..	..	..	..	..	..	3	3
3900.....	..	..	..	1	..	..	1	2
4000.....	..	1	..	1	1	..	20	23
4100.....	..	..	..	..	1	..	1	2
4200.....	..	..	..	..	..	..	4	4
4400.....	..	..	..	..	..	1	5	6
4500.....	..	..	..	..	..	..	6	6
4600.....	..	..	..	..	..	..	5	5
4700.....	..	..	..	..	..	..	10	10
4800.....	..	..	..	..	..	..	14	14
5000.....	..	..	..	..	..	..	1	1
5400.....	..	..	..	..	..	..	2	2
Total	33	25	81	51	60	98	228	576
Q ₁	\$1508	\$1425	\$1631	\$2039	\$2150	\$2330	\$2733	\$2095
Med.	1950	1687	1944	2462	2516	2580	3314	2512
Q ₃	2360	2037	2269	2808	2860	2910	4055	3277
Q	426	306	319	384	355	390	661	591

TABLE 60.—SALARIES OF PRINCIPALS FOR THE YEAR 1923-1924 DISTRIBUTED
ACCORDING TO ENROLMENT GROUPS

Salary	1-100	101-200	201-300	301-500	501-1000	1001-2000	Above 2001	Total
1000.....	1	1	2	..	..	..	..	4
1100.....	..	1	3	..	..	..	..	4
1200.....	1	2	2	1	..	..	..	6
1300.....	1	..	2	6	1	1	..	11
1400.....	..	..	..	6	..	1	..	7
1500.....	4	..	2	7	4	..	..	17
1600.....	..	2	1	6	1	..	..	10
1700.....	1	2	6	2	1	..	..	12
1800.....	..	4	5	9	5	..	..	23
1900.....	1	2	1	12	3	1	..	20
2000.....	2	2	3	16	9	..	..	32
2100.....	..	1	6	9	9	..	..	25
2200.....	..	2	3	10	7	2	..	24
2300.....	..	1	2	9	9	3	..	24
2400.....	..	..	2	10	13	1	..	26
2500.....	3	1	2	22	20	1	..	49
2600.....	..	1	..	3	10	3	..	17
2700.....	..	3	1	8	13	1	..	26
2800.....	..	..	..	5	18	9	..	32
2900.....	..	..	..	3	8	4	..	15
3000.....	..	..	2	4	20	5	..	31
3100.....	..	..	..	2	9	5	..	16
3200.....	..	..	..	..	14	1	..	15
3300.....	..	..	..	2	9	..	..	11
3400.....	1	..	..	1	10	6	..	18
3500.....	1	1	..	..	15	1	..	18
3600.....	..	..	..	..	5	3	..	8
3700.....	..	..	..	..	1	1	..	2
3800.....	..	..	..	..	1	2	..	3
3900.....	..	..	..	..	1	1	..	2
4000.....	..	..	..	..	9	10	..	19
4100.....	..	..	..	..	1	..	..	1
4200.....	..	..	..	..	..	4	..	4
4400.....	..	..	..	..	2	3	..	5
4500.....	..	..	..	..	1	3	..	4
4600.....	..	..	..	..	1	3	..	4
4700.....	..	..	..	1	2	3	4	10
4800.....	..	..	..	..	..	14	1	15
5000.....	..	..	..	..	..	..	1	1
5400.....	..	..	..	..	..	2	..	2
Total.....	16	26	45	154	232	94	6	573
Q ₁	\$1525	\$1725	\$1625	\$1912	\$2469	\$2912	\$4737	\$2088
Med.	1850	1950	1890	2230	2861	3666	4775	2582
Q ₃	2533	2350	2225	2556	3300	4550	4850	3280
Q	504	312	300	322	415	819	56	596

Salary for 1923-1924—The median salary for elementary-school principals for the school year, 1923-1924, according to Table 58 is \$2609. The first quartile is \$2110, and the third quartile is \$3230. The quartile deviation is \$560. These figures indicate that one fourth of the principals received less than \$2110, one half less than \$2609, and three-fourths less than \$3230. The range is from \$1000 to \$5400.

In comparing the geographical areas, it will be seen that the north central group has the highest median salary, \$2700, and that the south central group has the lowest median salary, \$2175. The large centers of population in the north central group, which afford better salaries than do smaller cities, aided materially in making the median salary high for this section.

In reading from Table 59, it will be noticed that the median salary, \$3314, is highest for the population group of cities over 250,000. The lowest median salary, \$1687, is found for the population group between 5000 and 10,000. It will be observed that there is a steady increase in salary in progressing from the smaller to the larger cities. A notable exception is found in the group of cities under 5000 in population, where the median salary is higher than that for the next population group above. It is probable that the exception is explained in part by the paucity of cases in this group.

In Table 60 is given the distribution of salaries by enrolment groups. It will be seen that the highest median salary, \$4775, is found for principals of schools having over 2000 pupils enrolled. The lowest median salary, \$1850, is shown for principals in schools having between 1 and 100 pupils enrolled. There is a marked tendency for schools having large enrolments to pay higher salaries than those of smaller enrolments. The exception found in the 101 to 200 enrolment group is probably due to an insufficient number of cases.

Salary for 1924-1925—For the school year, 1924-1925, the median salary for these same elementary-school principals is \$2706 (see Table 61). The first quartile is \$2183, and the third quartile is \$3283. The quartile deviation is \$550, and the range is \$1000 to \$7000. It will be observed that the median salary for 1924-1925 is \$97 higher than that for the year 1923-1924. This difference does not indicate higher salaries for elementary-school principals in general for the year 1924-1925; it is possibly explained in part by the fact that many of the principals included in this study are on definite salary schedules and get small increases each year until a certain maximum in salary is reached.

In comparing the salaries shown for the different geographical areas, in Table 61, we find that the western group is first, with a median salary of \$2773, and that the south central group is last, with a median salary of \$2300.

TABLE 61.—SALARIES OF PRINCIPALS FOR THE YEAR 1924-1925 DISTRIBUTED
ACCORDING TO GEOGRAPHICAL AREAS

Salary	North Atlantic	South Atlantic	North Central	South Central	Western	Total
1000.....	1	1	1	..	..	3
1100.....	1	1	..	..	..	2
1200.....	1	2	3	..	..	6
1300.....	..	2	7	..	1	10
1400.....	2	..	1	1	..	4
1500.....	6	2	4	3	..	15
1600.....	5	..	4	..	2	11
1700.....	4	1	5	..	2	12
1800.....	4	2	6	..	8	20
1900.....	3	..	2	3	7	15
2000.....	10	..	8	7	4	29
2100.....	9	2	10	2	8	31
2200.....	6	..	7	2	5	20
2300.....	8	..	9	1	8	26
2400.....	11	2	9	..	8	30
2500.....	8	1	23	2	12	46
2600.....	5	4	13	..	2	24
2700.....	6	3	8	4	11	32
2800.....	4	6	8	6	10	34
2900.....	1	1	7	1	3	13
3000.....	5	3	15	4	12	39
3100.....	4	..	3	..	14	21
3200.....	2	..	3	..	14	19
3300.....	4	..	1	..	7	12
3400.....	1	..	10	..	4	15
3500.....	6	..	13	..	4	23
3600.....	4	..	6	..	1	11
3700.....	1	..	3	..	..	4
3800.....	1	..	2	..	3	6
3900.....	1	..	1	..	..	2
4000.....	18	..	4	..	..	22
4100.....	3	..	..	..	..	3
4200.....	2	..	4	..	..	6
4400.....	..	..	8	..	..	8
4500.....	1	..	..	..	..	1
4600.....	1	..	..	..	..	1
4700.....	6	..	1	..	..	7
4800.....	..	..	18	..	..	18
4900.....	1	..	1	..	..	2
5000.....	5	..	..	..	..	5
5400.....	1	..	2	..	..	3
7000.....	1	..	..	..	..	1
Total	163	33	230	36	150	612
Q ₁	\$2142	\$1725	\$2293	\$2029	\$2306	\$2183
Med.	2650	2612	2737	2300	2773	2706
Q ₃	3825	2829	3542	2833	3168	3283
Q	841	552	624	402	431	550

TABLE 62.—SALARIES OF PRINCIPALS FOR THE YEAR 1924-1925 DISTRIBUTED
ACCORDING TO POPULATION GROUPS

Salary	Under 5000	5000 9999	10,000 29,999	30,000 49,999	50,000 99,999	100,000 249,999	Above 250,000	Total
1000.....	1	1	1	..	..	..	..	3
1100.....	1	..	1	..	..	..	..	2
1200.....	1	1	2	..	..	..	..	4
1300.....	3	2	3	..	..	..	1	9
1400.....	..	..	1	..	1	..	1	3
1500.....	1	3	8	2	1	..	..	15
1600.....	2	2	3	..	..	1	..	8
1700.....	1	2	6	3	..	..	..	12
1800.....	5	3	8	1	2	..	..	19
1900.....	..	1	5	2	1	..	5	14
2000.....	4	1	7	7	5	1	4	29
2100.....	..	2	9	4	6	6	2	29
2200.....	1	1	3	1	2	7	4	19
2300.....	3	2	5	1	2	2	5	20
2400.....	..	..	5	3	6	9	9	32
2500.....	2	..	5	2	6	15	15	45
2600.....	..	..	1	7	5	7	5	25
2700.....	2	..	2	3	4	9	12	32
2800.....	2	..	1	2	6	8	15	34
2900.....	..	..	1	..	2	4	6	13
3000.....	..	1	2	2	3	12	19	39
3100.....	..	..	1	2	1	2	18	23
3200.....	..	..	..	..	..	1	15	16
3300.....	..	..	..	..	2	4	6	12
3400.....	..	..	..	..	1	2	11	14
3500.....	..	..	1	3	2	1	15	22
3600.....	1	..	..	..	..	3	8	12
3700.....	..	..	..	..	..	1	4	5
3800.....	..	..	..	..	..	1	3	4
3900.....	..	..	..	..	1	..	1	2
4000.....	1	..	..	3	..	..	18	22
4100.....	..	1	..	1	..	..	2	4
4200.....	..	..	..	..	2	..	4	6
4400.....	..	..	..	..	..	..	8	8
4500.....	..	..	..	..	..	..	1	1
4600.....	..	..	..	..	..	1	..	1
4700.....	..	..	..	..	..	..	5	5
4800.....	..	..	..	..	..	..	20	20
4900.....	..	..	..	..	..	..	1	1
5000.....	..	..	..	..	..	..	4	4
5400.....	..	..	..	..	..	..	3	3
7000.....	..	..	..	..	..	..	1	1
Total	31	23	81	49	61	97	251	592
Q ₁	\$1637	\$1558	\$1721	\$2061	\$2187	\$2480	\$2798	\$2205
Med.	2012	1816	2036	2525	2575	2705	3230	2725
Q ₃	2512	2162	2375	2837	2879	3029	4023	3291
Q	437	302	327	388	346	274	612	543

TABLE 63.—SALARIES OF PRINCIPALS FOR THE YEAR 1924-1925 DISTRIBUTED
ACCORDING TO ENROLMENT GROUPS

Salary	1-100	101-200	201-300	301-500	501-1000	1001-2000	Above 2001	Total
1000.....	1	1	1	..	..	..	..	3
1100.....	..	..	2	..	..	..	..	2
1200.....	1	2	2	1	..	..	..	6
1300.....	1	1	3	3	1	1	..	10
1400.....	..	..	..	3	..	1	..	4
1500.....	2	..	2	8	3	..	..	15
1600.....	1	2	5	4	1	..	..	13
1700.....	2	3	5	3	..	..	..	13
1800.....	..	3	5	6	5	..	..	19
1900.....	1	1	1	8	2	..	..	13
2000.....	2	3	2	15	5	..	..	27
2100.....	..	2	6	11	8	..	..	27
2200.....	..	3	6	4	4	2	..	19
2300.....	..	1	2	7	9	1	..	20
2400.....	..	1	3	13	13	2	..	32
2500.....	2	..	3	19	19	2	..	45
2600.....	..	2	..	6	16	1	..	25
2700.....	1	..	1	12	16	2	..	32
2800.....	..	1	..	8	14	5	..	28
2900.....	..	..	..	2	7	3	..	12
3000.....	..	1	..	5	18	8	..	32
3100.....	..	..	..	3	14	1	..	18
3200.....	..	..	1	2	16	1	..	20
3300.....	..	..	..	..	9	2	..	11
3400.....	1	..	..	3	5	3	..	12
3500.....	..	..	..	..	15	5	..	20
3600.....	..	..	..	..	7	4	..	11
3700.....	..	..	..	..	5	..	..	5
3800.....	..	..	..	..	1	3	..	4
3900.....	..	..	..	..	2	..	..	2
4000.....	..	1	..	..	5	10	..	16
4100.....	..	1	..	..	3	..	..	3
4200.....	..	..	..	..	2	3	..	5
4400.....	..	..	..	..	2	5	..	7
4500.....	..	..	..	..	..	1	..	1
4600.....	..	..	..	1	..	1	..	2
4700.....	..	..	..	..	..	6	..	6
4800.....	..	..	..	..	2	11	1	14
4900.....	..	..	..	..	..	..	1	1
5000.....	..	..	..	..	1	..	3	4
5400.....	..	..	..	..	..	2	1	3
7000.....	..	..	..	..	1	..	..	1
Total	15	28	50	147	231	86	6	564
Q ₁	\$1537	\$1733	\$1650	\$2005	\$2535	\$3019	\$4950	\$2188
Med.	1775	2033	1900	2404	2897	3675	5033	2648
Q ₂	2512	2300	2258	2687	3325	4490	5083	3235
Q	487	283	304	341	395	735	66	523

By population groups, it will be seen, in Table 62, that again the highest median salary is found in cities over 250,000 in population. The lowest median salary, \$1816, is found for the population group between 5000 and 10,000. The data for enrolment groups show the median salary, \$5033, is highest for schools having over 2000 pupils enrolled, and lowest, \$1775, for schools having from 1 to 100 pupils enrolled.

The foregoing data seem to indicate that the elementary-school principalship pays reasonably well in the larger schools of the larger population centers. The salaries for elementary-school principals in general, however, are probably too low to secure the type of principal the work demands.

Sargeant,¹ in his report, states:

Salary is for service, not to please employees; salaries should be fixed at such figures as will encourage people now in service as well as prospective candidates to a high degree of professional preparation. To accomplish this, salaries for educational positions must be made competitively attractive in comparison with the other most desirable and remunerative occupations of mankind.

Moreover, it will be recalled that the median salary, \$2706, we show for the elementary-school principal for 1924-1925 is considerably higher than the salary, \$1591, reported in a recent research bulletin² of the National Education Association. The present study consists chiefly of principals of schools in the larger cities. If the study had been predominantly of principals in the smaller schools and cities, the median salary would undoubtedly have been considerably lower. Again, this study probably contains a much higher percentage of supervising principals, hence higher salaries, than that made by the National Education Association.

Tenure of office—The stability of the principalship rests in a large measure upon the length of the principal's term of office. Most principals would agree with Kandel³ in his statement that:

Undoubtedly the teacher cannot be expected to do her most efficient work, if she is to be obsessed annually with anxiety as to her reappointment. . . . A satisfactory system of tenure must be just to both sides—the teacher and the public; it should relieve the good teacher of anxiety for the future; it should promote contentment and stability; it should protect the efficient teacher and weed out the incompetent;

This statement could well apply to elementary-school principals.

¹ Sargeant, Ide G., "Report of Committee on Salaries," *Bulletin of Department of Elementary School Principals*, Vol. V, No. 1, October, 1925, p. 37.

² *Research Bulletin*, National Education Association, Vol. 3, Nos. 1 and 2, Table VI, p. 16.

³ Kandel, I. L., "Tenure of Service of Teachers." *Teachers College Record*, Vol. 26, No. 2, October, 1924, pp. 135-136.

There are three items, from the questionnaire used in this study, that throw light on the problem of tenure. In question form they are:

1. What was the principal's professional status before entering the present principalship?
2. How many different school positions has he held in his lifetime?
3. What is the length of his present term of office as principal?

Principal's status before entering present position—Table 64 shows the status of the principal before entering his present position. It will be seen that 24.8 percent of the 556 principals reporting this item were elementary-school principals in the same school system before accepting their present position, that 23.9 percent were elementary-school teachers in the same school system, and that 8.3 percent were elementary-school principals in other school systems before accepting the present principalship. The percents for other items are small. These data suggest that only people with considerable teaching experience are appointed to principalships.

Different positions held by principals—Table 65 shows that the median number of different positions held by elementary-school principals is 4.8. The first quartile is 3.5, and the third quartile is 6.4, with a quartile deviation of 1.4. The range in number of positions is from 1 to 19. The accompanying tables show there is very little deviation among geographical areas or population groups for this item.

Length of present tenures—The median number of years elementary-school principals have been in their present terms of office is 6.9. According to the geographical distribution, in Table 67, the first quartile is 3.7, and the third quartile is 12.9, with a quartile deviation of 4.6. These figures indicate that one fourth of the principals have been less than 3.7 years in their present position, one half less than 6.9 years, and three fourths less than 12.9. One fourth of the principals have been more than 12.9 years in their present positions.

By comparing the different geographical sections, we find that the longest tenure is 7.8 years for the north central group; and the south Atlantic group fifth with the shortest tenure of 5.7 years. The range is one to forty-four years.

According to the distribution of tenures by population, in Table 68, the median tenure is 6.8 years, the first quartile 3.6, and the third quartile 12.7 years. The quartile deviation is 4.5 years. If we compare population groups, the data will show that the longest tenure is 7.6 years in the group above 250,000, and that the shortest (4.6) is in cities under 5000 in population. There is a noticeable tendency for tenures to be longer in the larger population groups.

Correlations made with salary—In any statistical study of a more or less complex nature, certain related elements are likely to occur.

TABLE 64.—PRINCIPAL'S STATUS BEFORE ENTERING PRESENT POSITION

Status	Number	Percent of Total
A. Undergraduate Student:		
(1) With teaching experience.....	10	1.8
(2) Without teaching experience.....	..	..
B. With A. B. Degree or Equivalent:		
(1) With teaching experience.....	35	6.4
(2) Without teaching experience.....	1	.2
C. Graduate Student:		
(1) With teaching experience.....	23	4.1
(2) Without teaching experience.....	2	.4
D. Elementary School Teacher:		
(1) In same school system.....	133	23.9
(2) In other school system.....	18	3.2
E. Junior High School Teacher:		
(1) In same school system.....	16	2.9
(2) In other school system.....	3	.5
F. Senior High School Teacher:		
(1) In same school system.....	23	4.1
(2) In other school system.....	10	1.8
G. Elementary School Supervisor:		
(1) In same school system.....	8	1.4
(2) In other school system.....	4	.7
H. Elementary School Principal:		
(1) In same school system.....	138	24.8
(2) In other school system.....	46	8.3
I. Junior High School Principal:		
(1) In same school system.....	3	.5
(2) In other school system.....	8	1.4
J. Asst. Principal Elem. School:		
(1) In same school system.....	44	7.9
(2) In other school system.....	2	.4
K. Asst. Supt. of Schools:		
(1) In same school system.....	2	.4
(2) In other school system.....	..	..
L. Superintendent of Schools:		
(1) In same school system.....	3	.5
(2) In other school system.....	22	4.0
M. Non-School Work:		
(1) With teaching experience.....	1	.2
(2) Without teaching experience.....	1	.2
Total	556	100.0

Table reads: Ten, or 1.8 percent, of the principals reported that their status before entering their present positions was that of an undergraduate student, with teaching experience, etc.

TABLE 65.—DIFFERENT POSITIONS HELD BY PRINCIPALS DISTRIBUTED
ACCORDING TO GEOGRAPHICAL AREAS

Number of Positions	North Atlantic	South Atlantic	North Central	South Central	Western	Total
1.....	3	1	6	..	3	13
2.....	16	5	26	2	12	61
3.....	31	5	41	10	29	116
4.....	29	9	42	4	25	109
5.....	25	7	41	10	24	107
6.....	15	3	22	2	16	58
7.....	11	1	13	1	9	35
8.....	12	2	11	3	9	37
9.....	7	..	7	2	1	17
10.....	4	..	4	1	4	13
11.....	1	..	1	..	1	3
12.....	1	..	2	..	..	3
13.....	..	..	1	..	1	2
14.....	..	..	1	..	..	1
15.....	1	..	1	..	1	3
19.....	1	..	..	..	..	1
Total	157	33	219	35	135	579
Q ₁	3.6	3.4	3.5	3.5	3.6	3.5
Med.	4.9	4.6	4.8	5.1	4.9	4.8
Q ₃	6.9	5.7	6.3	6.1	6.5	6.4
Q	1.6	1.1	1.4	1.3	1.4	1.4

Table reads: In the North Atlantic group, three principals reported they had held but one position, etc.

TABLE 66.—DIFFERENT POSITIONS HELD BY PRINCIPALS DISTRIBUTED
ACCORDING TO POPULATION GROUPS

Number of Positions	Under 5000	5000 9999	10,000 29,999	30,000 49,999	50,000 99,999	100,000 249,999	Above 250,000	Total
1.....	1	1	3	..	2	..	6	13
2.....	9	2	12	2	4	12	20	61
3.....	10	7	14	13	12	17	42	116
4.....	3	5	17	9	13	18	43	109
5.....	5	2	17	9	7	23	44	107
6.....	6	1	7	5	10	8	21	58
7.....	2	..	5	3	2	5	18	35
8.....	2	3	1	3	4	8	16	37
9.....	..	..	2	2	3	4	6	17
10.....	..	1	1	1	1	2	7	13
11.....	..	..	1	..	..	..	2	3
12.....	..	..	..	..	..	1	2	3
13.....	1	..	..	..	1	..	..	2
14.....	..	..	1	..	..	..	..	1
15.....	1	..	..	..	..	..	2	3
19.....	..	..	1	..	..	..	..	1
Total	40	22	82	47	59	98	229	579
Q ₁	3.0	3.3	3.8	3.7	3.7	3.7	3.7	3.5
Med.	4.0	4.2	4.8	4.8	4.8	4.5	5.0	4.8
Q ₃	6.0	5.7	5.8	6.9	6.6	6.4	6.9	6.4
Q	1.5	1.2	1.0	1.6	1.4	1.3	1.6	1.4

Table reads: In cities under 5000 in population, there was one principal who reported having held one position, etc.

TABLE 67.—YEARS IN PRESENT POSITION DISTRIBUTION ACCORDING TO GEOGRAPHICAL AREAS

Years in Present Position	North Atlantic	South Atlantic	North Central	South Central	Western	Total
1.....	11	4	18	1	16	50
2.....	12	3	18	3	22	58
3.....	17	1	19	4	15	56
4.....	19	4	12	3	10	48
5.....	8	5	19	2	8	42
6.....	10	4	10	4	13	41
7.....	7	..	19	5	8	39
8.....	7	1	11	..	5	24
9.....	9	..	7	3	7	26
10.....	4	1	9	..	7	21
11.....	8	1	5	1	2	17
12.....	7	..	11	1	3	22
13.....	4	1	6	1	1	13
14.....	3	1	5	..	4	13
15.....	1	1	8	1	3	14
16.....	7	..	8	..	2	18
17.....	5	2	3	..	1	11
18.....	2	..	2	..	2	6
19.....	..	..	4	..	2	6
20.....	2	..	6	..	1	9
21.....	..	..	2	..	2	4
22.....	..	..	3	..	..	3
23.....	1	1	2	1	1	6
24.....	..	1	..	..	..	1
25.....	2	..	6	..	..	8
26.....	..	..	1	..	1	2
27.....	1	..	..	..	1	2
28.....	2	..	1	..	..	3
29.....	1	..	2	..	..	3
30.....	3	..	..	..	1	4
31.....	..	..	1	..	1	2
32.....	1	..	1	1	1	4
33.....	1	..	2	..	1	4
34.....	1	..	..	..	..	1
35.....	..	..	1	..	1	2
37.....	1	..	1	..	..	2
40.....	1	..	..	..	..	1
43.....	1	..	..	..	..	1
44.....	..	..	1	..	..	1
Total	159	31	224	31	142	588
Q ₁	3.9	3.7	4.1	3.9	2.9	3.7
Med.	7.3	5.7	7.8	6.6	6.0	6.9
Q ₃	13.6	11.2	14.8	9.4	10.3	12.9
Q	4.8	3.7	5.3	2.7	3.7	4.6

TABLE 68.—YEARS IN PRESENT POSITION DISTRIBUTED ACCORDING TO POPULATION GROUPS

Years in Present Position	Under 5000	5000 9999	10,000 29,999	30,000 49,999	50,000 99,999	100,000 249,999	Above 250,000	Total
1.....	1	3	4	3	4	9	19	43
2.....	8	3	6	4	8	6	21	56
3.....	4	2	11	4	4	9	20	54
4.....	5	1	7	4	4	5	15	41
5.....	3	2	4	6	2	7	13	37
6.....	4	1	4	6	6	6	15	42
7.....	1	2	4	3	2	7	15	34
8.....	3	1	3	1	1	3	12	24
9.....	..	1	6	..	4	5	9	25
10.....	..	1	1	3	1	1	10	17
11.....	1	..	2	..	..	5	7	15
12.....	1	..	1	2	1	5	8	18
13.....	..	..	4	1	1	..	7	13
14.....	..	..	2	..	2	1	7	12
15.....	..	1	1	..	2	1	6	11
16.....	..	..	2	3	4	1	7	17
17.....	..	3	1	2	..	2	3	11
18.....	..	..	3	..	1	..	2	6
19.....	..	..	1	..	..	1	3	5
20.....	..	..	1	1	1	2	3	8
21.....	1	..	..	..	1	1	..	3
22.....	..	..	..	1	..	1	1	3
23.....	..	..	1	..	..	2	3	6
24.....	..	..	..	..	..	..	1	1
25.....	..	..	1	..	3	..	1	5
26.....	..	..	1	..	..	..	..	1
27.....	..	..	..	..	..	1	1	2
28.....	..	..	..	..	..	1	2	3
29.....	..	..	..	..	..	..	2	2
30.....	..	..	..	1	1	..	2	4
31.....	..	..	..	..	..	..	1	1
32.....	..	..	1	1	1	..	1	4
33.....	..	..	..	..	1	..	3	4
34.....	..	..	..	1	..	..	..	1
35.....	..	..	..	..	..	..	1	1
37.....	..	..	..	..	..	..	1	1
40.....	..	..	..	1	..	..	..	1
43.....	..	..	..	..	..	..	1	1
44.....	..	..	..	..	..	..	1	1
Total	32	21	72	48	55	82	234	534
Q ₁	2.8	2.7	3.7	4.2	3.4	3.6	3.8	3.6
Med.	4.6	5.7	7.0	6.5	6.9	6.8	7.6	6.8
Q ₃	6.7	9.7	13.2	13.0	15.4	11.7	13.6	12.7
Q	1.9	3.5	4.7	4.4	6.0	4.0	4.9	4.5

To what extent these interrelations exist is always a matter of interest, if not of educational value. For the purposes of this study, four coefficients of correlation were found with reference to the salary of the principal. The formula and method of treatment of data have been referred to in part 2, page 218, of this study.

Relationship between age and salary—Although the principals in the larger cities have greater maturity than those of smaller cities, the relationship existing between age and salary, as shown by the coefficient of correlation, is only .269. While this correlation is low, it is positive, and suggests a slight relationship between these elements.

Relationship between teaching experience and salary—Our data have shown that the elementary-school principal is a teacher of many years of experience. Many teachers probably feel that many years of experience should add materially to their salaries. The coefficient of correlation between teaching experience and salary is only .268.

Relationship between present tenures and salary—The coefficient of correlation between the length of the present tenures of elementary-school principals and salary is only .261. This coefficient is somewhat higher than that which Douglass found for these two elements in his study of the superintendent of schools. His correlation was .053. This difference is probably influenced by the longer tenures of the elementary-school principal.

Relationship between training and salary—There is a positive correlation, amounting to .306, between the principal's training and his salary. This is encouraging although somewhat low. It suggests that the better trained principals are receiving the higher salaries. It will be seen that this correlation is the highest of the four shown in this study. In general, these correlations are in keeping with those that have been found by many students of education.

PART VII.—SUMMARY

As stated in the introductory part of this study, the primary purpose of this investigation was to find out the status of the elementary-school principal. The study was based on 647 questionnaires, which included every state in the union excepting Mississippi and Nevada. All the returns, with two exceptions, were received from members of the Department of Elementary School Principals of the National Education Association. Over 50 percent of the principals included in this study were in schools having over 500 pupils enrolled, and in cities having over 100,000 inhabitants.

The findings in this investigation can best be summarized by recapitulating the main points in each part.

Personal—1. The data show that 44.5 percent of the elementary-school principals in this study are men, and 55.5 percent are women.

2. The median age for principals is 47.4 years. The range is from 20 to 74 years. The middle 50 percent are from 39.4 to 54.3 years of age.

The principal's school—1. Exactly 45 percent of the schools are located in residential communities, and 28 percent are in industrial communities. The remaining percents are distributed among foreign, commercial, college, and agricultural communities.

2. Over one half of the schools, 58 percent, have the regular type of school organization; 9 percent the departmental type, 7 percent the platoon, and 26 percent have combinations of types of school organization.

3. More of the elementary schools reported in this study have kindergarten and the first eight grades, inclusive, than any other combination of grades.

4. Over one half of the schools, 58 percent, have school years 40 weeks in length.

5. About 45 percent of the schools have 5 hours in a school day; 31 percent 5½ hours, and 16 percent have 6 hours in a school day.

6. The median number of teachers under the direction of each principal is 17.0. The range is from 2 to 59.

7. The chief subjects given part-time supervision are music, art, handwriting, and handwork, respectively.

8. a. The three administrative assistants that are most frequently employed for full-time are:

1. Custodian of building
2. Clerk
3. Assistant principal

b. The three administrative assistants that are most frequently employed for part-time are:

1. School nurse
2. School physician
3. Physical director

c. The three administrative assistants for which there is, most frequently, no provision made, are:

1. Curriculum director
2. Librarian
3. Stenographer

9. About 87 percent of elementary-school principals have been elementary-school teachers.

10. Exactly 17.3 percent of the principals have written professional articles for publication.

11. About 95 percent of the principals are members of their local state teachers' associations; 30 percent are members of state principals' departments; and 12 percent of city principals' clubs.

12. The three most commonly read professional magazines are: *The Journal of the National Education Association*, *Elementary School Journal*, and *The Journal of Educational Method*, respectively.

The principal's duties—1. A job-analysis of the principal's day shows that the five functions that demand most of the principal's time are, in terms of median number of minutes spent daily, supervision 82 minutes, office work 56 minutes, teaching classes 36 minutes, conferences with teachers 32 minutes, and conferences with pupils 27 minutes.

2. Principals consider their five most important functions to be (in order of rank) supervision of instruction, conference with teachers, conference with pupils, discipline, and planning programs.

3. About 32.7 percent of all the principals included in this study teach regularly.

4. The five functions of school administration that the principal most commonly initiates are:

- a. Conducting teachers' meetings
- b. Inspecting building
- c. Supervising instruction
- d. Supervising janitors
- e. Securing substitute teachers

5. The five functions in which principals most frequently assist are:

- a. Making courses of study
- b. Directing educational tests
- c. Selecting school equipment
- d. Selecting textbooks
- e. Making daily schedule

6. The five functions in which principals most frequently have final authority, are:

- a. Promoting pupils
- b. Classifying pupils
- c. Handling discipline
- d. Conducting teachers' meetings
- e. Inspecting buildings

7. The five functions in which principals most frequently have no status, are:

- a. Interviewing candidates for teaching positions
- b. Control of publications
- c. Selecting teachers
- d. Discharging teachers
- e. Promoting teachers

8. About 52.5 percent of the principals use teacher-rating forms in their schools.

9. About 27 percent of the principals hold weekly teachers' meetings; 26 percent "called" meetings; 24 percent semi-monthly meetings; and 22 percent monthly meetings.

10. Approximately 37 percent of the principals designated their teachers' meetings as of the "conference" type, while 32 percent use the "conference and routine" type.

11. About one fourth of the principals, 23 percent, reported their superintendent visited their schools "irregularly."

The training and professional growth of the principal—1. The median number of years' preparation the principal has made beyond the high school is 4.2. The middle 50 percent have had from 3.0 to 5.4 years training.

2. The median number of summer sessions attended by principals is 3.6.

3. About 27.2 percent of all the principals have been regularly enrolled in graduate schools.

4. The median number of years of graduate work done by principals is 1.7.

5. The five professional courses most commonly taken by principals before entering their present work, are: educational psychology, principles of teaching, history of education, educational tests, and school administration, respectively.

6. The five professional courses most commonly taken by principals since accepting their present positions are, respectively, educational tests, school administration, school supervision, educational psychology, and methods in teaching special subjects.

7. The five professional courses receiving the highest ranks by principals, from the standpoint of usefulness to the principal, are respectively: school supervision, child psychology, principles of teaching, educational psychology, and school administration.

8. The median number of years of teaching experience for principals is 25.7. The range is from 3 to 54 years.

Salary and tenure of the principal—1. For the school year, 1923-1924, the median salary for elementary-school principals was \$2609. The middle 50 percent of principals received from \$2110 to \$3230. The range was from \$1000 to \$5400.

2. For the school year, 1924-1925, the median salary was \$2706. The middle 50 percent received from \$2183 to \$3283. The range was from \$1000 to \$7000.

3. The higher salaries were received by principals of the larger schools in the larger population centers.

4. The four kinds of positions most commonly held by principals, before accepting their present principalship, are:

- a. Elementary-school principal in the same school system
- b. Elementary-school teacher in the same school system
- c. Elementary-school principal in some other school system
- d. Assistant elementary-school principal in the same school system

5. The median number of different positions held by principals is 4.8. The range is from 1 to 19.

6. The median number of years that principals have been in their present positions is 6.9. The middle 50 percent have been in their present positions from 3.7 to 12.9 years. The range is from 1 to 44 years.

7. The following coefficients of correlation were found between the following elements:

a. Age and salary.....	.269
b. Teaching experience and salary.....	.268
c. Present tenure and salary.....	.261
d. Training and salary.....	.306

In conclusion, the writer believes that the elementary-school principalship represents a fairly stable professional group, and that it occupies a strategic place in our educational system. It is doubtful if there is any other position in our public schools that offers greater opportunities for service and leadership than that of the elementary-school principal. Moreover, the changing concept of the principal's chief duties from administration to supervision of instruction, will call for more highly specialized training in the future. The minimum training will probably be no less than one year of graduate study. With the adoption of adequate salary schedules, with the tenure of office certain, and with the opportunity for leadership which the position affords, no one should look askance at an elementary-school principalship.

BIBLIOGRAPHY

- Adams, Edwin W., "The Principal's Program of Professional Activities," *The Elementary School Journal*, Vol. XXIII, June, 1923, pp. 733-741.
- Bolton, Euri Belle, and Howard, Clara, "Duties of the Elementary-School Principal," *Peabody Journal of Education*, November, 1925, pp. 139-145.
- Cubberley, Ellwood P., *Principal and His School*, Houghton-Mifflin Co., New York (1923), p. 39.
- Divoll, Ira, *Fifth Annual (School) Report* (1859) City of St. Louis, p. 25.
- Douglass, B. C., "The Status of the Superintendent," *First Yearbook, Department of Superintendence*, 1922-1923.
- Eikenberry, D. H., *The Status of the High-School Principal*. (A Bulletin in process of publication by the Bureau of Education.)
- Freese, Andrew, *City School Report*, Cleveland, p. 9.
- Gist, Arthur S., "The Evolution of the Principalship," *The Third Yearbook, Department of Elementary School Principals*, pp. 205-210, 1924.

- Gist, Arthur S., and King, William A., "The Efficiency of the Principalship from the Standpoint of the Teacher," *Elementary School Journal*, Vol. 23, October, 1922, pp. 120-126.
- Gray, William S., "The Work of Elementary-School Principals," *Elementary School Journal*, Vol. 19, September, 1918, pp. 24-35.
- Graves, F. P., *History of Education in Modern Times*, p. 104.
- Horrall, A. H., "The Elementary-School Principal from the Teachers' Point of View," *Elementary School Journal*, Vol. 24, June, 1924, pp. 742-746.
- Howland, George, *Thirty-Fourth Annual School Report*, City of Chicago, p. 72.
- Kandel, I. L., "Tenure of Service of Teachers," *Teachers College Record*, Vol. 26, No. 2, October, 1924, pp. 135-136.
- Koos, L. V., *The High School Principal*, Houghton-Mifflin Co., New York, 1924.
- Kuehny, Menlo S., "The Effect on the Use and Distribution of the Elementary-School Principal's Time by the Adoption of Daily Schedules or Programs," *Bulletin of the Department of Elementary School Principals*, Vol. V, No. 1, October, 1925, pp. 42-51.
- McClure, Worth, "The Functions of the Elementary School Principal," *Elementary School Journal*, 21: 500-14, March, 1921.
- "Professionalizing the Principalship," *Elementary School Journal*, Vol. 21, pp. 735-743, June, 1921.
- Nutt, H. W., "The Duties of an Elementary School Principal," *Elementary School Journal*, Vol. 19, November, 1918, pp. 174-197.
- Otis, A. S., *Statistical Method in Educational Measurement*, World Book Co., 1925.
- Pollich, R. E., "Superintendents' Standards and Policies in the Selection, Appointment, and Promotion of Elementary School Principals," *The Elementary School Journal*, Vol. XXVI, October, 1925, pp. 107-111.
- Reavis, W. C., *The Duties of a Supervising Principal*, pp. 278-284.
- Research Bulletin*, National Education Association, Vol. 3, Nos. 1 and 2, Table VI, p. 16.
- Sargeant, Ide G., "Report of Committee on Salaries," *Bulletin of Department of Elementary School Principals*, Vol. V, No. 1, October, 1925, p. 37.
- Seton, S. W., *Annual School Report*, City of New York, 1863, p. 120.
- Seventeenth Annual Report*, St. Louis, Appendix, 1871, p. 26.
- Tice, John H., *First Annual (School) Report*, City of St. Louis, pp. 54-55.
- Fourth Annual School Report*, St. Louis, p. 10.
- Wells, W. H., *Fifth Annual Report*, Chicago City Schools, p. 43 (1859).

VITA

Personal:

Roy Asa Crouch was born near Norway, Iowa, on December 18, 1892. His boyhood was spent on an Iowa farm. His early education was received in the rural schools of that state. In 1909 he entered the high school at Gowrie, Iowa, and was graduated in 1912.

Higher Institutions of Learning Attended:

Iowa State Teachers' College, B. A. degree, 1919.

University of Iowa, M. A. degree, 1922.

Educational Experience as Teacher:

Rural Schools in Iowa, two years.

Superintendent of Consolidated Schools in Iowa, two years.

Graduate Assistant, University of Iowa, one year.

Professor of Education and Psychology, Louisiana State Normal College, two years.

Principal, University Elementary School, and Instructor in Education, University of Missouri, three years.

Membership in National Honorary Fraternities:

Delta Sigma Rho (forensic) 1918.

Gamma Alpha (science) 1921.

Phi Delta Kappa (education) 1923.



